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ABSTRACT

This comprehensive Asian American curriculum and resource guide for elementary school teachers consists of lessons developed as part of an in-service teacher education workshop. The guide is divided into three topic areas: stereotyping; similarities; and differences. The format for lessons in all sections contains a title, key concepts, generalizations, behavioral objectives, teaching procedures, and resources and materials. The lessons are designed to be used for different subjects including social studies, art, math, music, reading, language arts, and home economics. Specific materials and worksheets follow each lesson. These materials include instructions for activities such as Chinese character writing, origami, and tangrams. Additional activity sheets and supplementary materials are included in a guide to integrating Asian American lessons into the classroom. A short evaluation form for evaluating Asian American classroom materials and a brief annotated bibliography are included. (Author/PMR)

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ASIAN AMERICAN CURRICULUM GUIDE

INTEGRATING ASIAN AMERICAN
CURRICULUM INTO THE CLASSROOM
Funded by ESEA, Title IV, Part C
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INTEGRATING ASIAN AMERICAN CURRICULUM INTO THE CLASSROOM

The lessons included in this guide have been developed by elementary teachers of the St. Paul Public Schools during in-service workshops at the Asian American Resource Center. These workshops were part of the ESEA, Title IV-C Project, "Integrating Asian American Curriculum into the Classroom."

A conceptual model approach was used to organize the content and teaching strategies. This model was selected because it can be easily integrated into many subject areas. The format for each lesson contains: Title, Key Concept(s), Generalization(s), Behavioral Objective(s), Teaching Procedure(s), and Resources and Material(s).

Three topic areas were used to organize the lessons: Stereotyping, Similarities, and Differences. The lessons under Stereotyping deal with the many misconceptions about Asian Americans and emphasize the differences among the various Asian American ethnic groups. Differences within an Asian American ethnic group are also examined. The Similarities section focuses on the sharing of feelings and needs between Asian Americans and non-Asian Americans. Many aspects of the Asian American cultural heritage (e.g., celebrations, music, art, etc.) and contributions (e.g., food, crafts, etc.) are introduced in the Differences category.

The Suggestions For Integrating Asian American Curriculum Into The Classroom section offers ideas for incorporating some aspects of the Asian American experience into areas such as math and science.

Additional information and activity sheets related to the lessons are included in the Supplementary Materials category.

These lessons are intended to serve as a guide to educators; they are examples of ways to integrate Asian American curriculum into various subject areas. The lessons written by the teachers for use in their classrooms have been edited to serve a more general audience. Teachers should feel free to adapt these lessons to meet their specific needs. The project staff would appreciate your comments on any aspects of the units. We would also like to thank those who participated in the project.

STEREOTYPING

NAME: Kathy O'Malley SCHOOL: Riverview Elementary

SUBJECT: Social Studies Unit - Families: Their Similarities and Differences GRADE LEVEL: K

TITLE OF LESSON: Families Do Not Look Alike

KEY CONCEPT(S): Physical differences

GENERALIZATION(S): There are many different kinds of families. Not all families look alike. As an American family members do not look like each other.

BEHAVIORAL OBJECTIVE(S): All children will be able to:

1) Draw a picture of an Asian American family showing differences in size, shape, and hair style.

2) Recognize at least two differences in their own families.

TEACHING PROCEDURE(S):

1) Have children bring (if possible) a photograph of their own family for a bulletin display.

2) Show "Chinatown" filmstrip.

   - Does anyone in the Yang family look like another? (Not exactly)
   - Does anyone in your family look exactly like another?

3) Have the class draw a picture of their families showing how there are physical differences among the members. Post on bulletin board next to the photos of the family.

4) Have students draw a picture of the Yangs doing something that was shown in the filmstrip.

RESOURCES AND MATERIAL(S):

- "Chinatown," Five Families, Scholastic Films, New York, 1972.
- Photos of children's family.

NAME: Vilda Villarreal SCHOOL: Roosevelt Elementary

SUBJECT: Social Studies GRADE LEVEL: 2

TITLE OF LESSON: Four American Families and Me

KEY CONCEPT(S): Ethnicity
Differences/Similarities

GENERALIZATION(S): American families are similar and different in many ways.

BEHAVIORAL OBJECTIVE(S): Eighty percent of the class will show an awareness of the similarities and differences among the four families through discussion.

TEACHING PROCEDURE(S):

Day I

1) View "Chinatown."

- What kind of an American family are the Yangs? (Chinese American)
- How are the Yangs like your family? (Eating together, helping, etc.).
- How are the Yangs different from your family? (Family size, non-Chinese American, food, etc.).
- Do the Yangs look like each other?
- How are they different from each other?

2) On large (mural size) butcher paper, section off four areas (one per family). Have the students draw the Yang family in one section.

Day II, III, IV

1) View "Yah-a-tay," "Piñata," and "Together" filmstrips on separate days. Use the discussion questions for "Chinatown," and have students draw each family nto the other sections of the mural.

Day V

1) Were there some similarities between the four American families we saw?

- What are some similarities? (Ate together, played together, etc.).

2) Were there any differences between the families?

- What are they?

TEACHING PROCEDURE(S):

3) Is your family similar in some ways to these families? How?

4) What kinds of American families did we see? (Chinese American, Black American, Mexican American, and Native American).

5) On a separate piece of butcher paper, have the class draw their own families. Tape this sheet to the four families mural, and display it in the hall. Title it, American Families.

RESOURCES AND MATERIAL(S):

. "Chinatown," "Yah-a-tay," "Piñata," and "Together," Five Families, Scholastic, New York, 1972.

. Butcher paper, tempera paint, brushes.

NAME: Ruth Weinberg

SCHOOL: Riverview Elementary

SUBJECT: Social Studies

GRADE LEVEL: K

TITLE OF LESSON: A Chinese American Family

KEY CONCEPT(S): Families, similarities, differences.

GENERALIZATION(S): Families in America have similarities and differences.

BEHAVIORAL OBJECTIVE(S):

1) Seventy-five percent of the children will be able to point out similarities and differences between Asian American and non-Asian American families.

2) Children will be able to list three things they do with their families.

TEACHING PROCEDURE(S):

1) Show filmstrip, "Chinatown."

2) After the filmstrip, discuss the various parts of the film using the notes in the Teacher's Guide (pp. 13-15).

3) Discuss ways in which the Yangs are similar to the children's families. (Ate dinner together, helped parents, went shopping).

4) Discuss ways in which the Yangs were different than their own family. (The Yangs speak Chinese, they live in Chinatown, they are Chinese Americans).

5) Did the Yangs look like each other?

   . How were they different (height, age, sex)?

6) Divide the class into pairs and have the children describe each other.

   . Do you look the same as your partner?
   . Does anyone in the room look the same as another?
   . How would you feel if everyone looked the same?

7) Show pictures of Asian Americans and other Americans from magazines, newspapers, books, etc.

RESOURCES AND MATERIAL(S):

. "Chinatown," Five Families, Scholastic Films, New York, 1972.

NAME: Lorraine Neal SCHOOL: North Wind Elementary

SUBJECT: Social Studies GRADE LEVEL: 5

TITLE OF LESSON: Roland Chan

KEY CONCEPT(S): Stereotyping

GENERALIZATION(S): Most children share similar feelings in new situations, but not everyone acts the same.

BEHAVIORAL OBJECTIVE(S): Ninety percent of the students will recognize and compare the feelings between two Asian American boys in a given situation.

TEACHING PROCEDURE(S):

Day I

1) Begin lesson with an explanation of the filmstrip. Roland Chan, the Chinese American character, is a new immigrant to this country.

2) Define the word "immigrant." (Person who came from another country to live in this one).

3) Locate Hong Kong on a map.

4) What difficulties might an immigrant have in adjusting to American life?

- Language
- Job
- Education
- Social adjustments (how to use the money, where to go for help, etc.).

5) View "My Friend, Roland Chan."

6) Discussion

- Describe what choices Roland had when someone hit him.
- What would you do if you were Roland?
- What problems does the Chan family have? How do they solve their problems?

7) Write a short story involving a similar situation:

Someone is teased for not being able to do something as well as the others. What solution does the person come up with?

TEACHING PROCEDURE(S):

Day II

1) Read Crow Boy.

   . Have students list reactions they themselves might have in a similar situation.

2) Have students list feelings of Chibi and of his classmates.

Classmates	Chibi
1. Ignore Chibi	1. Acts foolishly
2. Made fun of him	2. Made funny noises
3. Disliked Chibi for all the attention he was receiving.	3. Felt uncomfortable

3) How did Chibi handle his situation?

4) Was it different than Roland's reaction?

RESOURCES AND MATERIAL(S):

. "My friend, Roland Chan," Understanding Chinese Americans, The Association of Chinese Teachers, San Francisco, 1977.

. Crow Boy, Taro Yashima, Viking Press, New York, 1970.

NAME: Ruth Weinberg SCHOOL: Riverview Elementary

SUBJECT: Social Studies GRADE LEVEL: K

TITLE OF LESSON: Momo's Feelings

KEY CONCEPT(S): Feelings

GENERALIZATION(S): Everyone has different feelings at different times. Asian Americans have different feelings at different times just as other people do.

BEHAVIORAL OBJECTIVE(S):

1) Eighty percent of the children will describe Momo's various feelings after hearing two stories about her.

2) Children will be able to discuss how Asian Americans and other people have different feelings at different times.

3) Children will draw a picture of a new thing they have.

4) Children will describe their feelings about that new object.

TEACHING PROCEDURE(S):

1) Read the story, Momo's Kitten.

- What made Momo sad?
- What made her happy?
- What made her feel good?

2) Read Umbrella.

- What made Momo worry?
- What surprised her?
- What made her proud?

3) Have students draw a picture of something they have that's new.

4) Have students tell a story about how they feel about their new object.

- Do we sometimes share the same feelings as Momo did?

RESOURCES AND MATERIAL(S):

- Momo's Kitten, Taro Yashima, Viking Press, New York, 1970.
- Umbrella, Taro Yashima, Viking Press, New York, 1963.
- Drawing paper.

NAME: Dave Woodbeck SCHOOL: Highwood Hills Elementary

SUBJECT: Social Studies GRADE LEVEL: 4-6

TITLE OF LESSON: Do We Look Alike?

KEY CONCEPT(S): Stereotyping

GENERALIZATION(S): Asian and Asian American people look and act differently from each other.

BEHAVIORAL OBJECTIVE(S): Through reading and discussion of stories, viewing of film and filmstrips, seventy percent of the students will be able to identify five physical and psychological differences among Asian Americans.

1) Write "Asia" on board. Discuss Asian countries and list.

2) Write "Asian" on board and translate the countries to the people who live there. (Japan--Japanese).

3) Write "Asian American" on board and discuss who they might be. (Americans whose ancestors came from Asia).

4) View film, "Sui Mei Wong."

5) Discuss similar feelings among all children toward family traditions and how these traditions can conflict with our individual wants.

   - Does your family have traditions?
   - How do you feel about following these traditions?

6) View filmstrips from "Understanding Chinese Americans."

   - How does Carol Low feel about going to Chinese school after school? Is it the same feeling that Sui Mei feels? (No)
   - Can Julie speak Chinese like Carol and Roland can? (No)
   - Do all Chinese Americans speak Chinese? (No)
   - How are all these Chinese American children different? (Language, home life, types of housing).

RESOURCES AND MATERIAL(S):

- "Sui Mei Wong: Who Shall I Be?" Learning Corporation of America, 19[illegible].
- "Getting to Know Carol Low," Understanding Chinese Americans, The Association of Chinese Teachers, San Francisco, 1977.

NAME: Rochelle Rattler SCHOOL: Hancock Elementary

SUBJECT: Reading/Social Studies GRADE LEVEL: 2-3

TITLE OF LESSON: People From The Same Culture Do Not Look Alike

KEY CONCEPT(S): Stereotyping

GENERALIZATION(S): People from the same culture do not look alike. Asian American people do not look alike.

BEHAVIORAL OBJECTIVE(S): Eighty percent of the class will be able to list three similarities and differences between Asian American people as shown in pictures.

TEACHING PROCEDURE(S): Show pictures of Asian Americans from magazines and catalogs. Discuss some similarities and differences in physical appearances. (Do some Asian Americans have different hairstyles, clothing, height?).

Supplement

Have pictures of other Asian American people available for discussion. Include pictures of non-Asian Americans for comparisons. Does anyone look the same as another?

RESOURCES AND MATERIAL(S):

- Pictures from magazines, catalogs, etc..
- Supplementary, multi-ethnic pictures from Asian American Resource Center.
- Discover: Self & Society, Advanced Learning Concepts, Milwaukee, 1976.

NAME: Sister Bernadette Newton SCHOOL: Holy Spirit Elementary

SUBJECT: Social Studies GRADE LEVEL: 3

TITLE OF LESSON: The Birthday Visitor vs. The Five Chinese Brothers

KEY CONCEPT(S): Stereotyping

GENERALIZATION(S): All people do not look alike--Asian Americans do not look nor act alike.

BEHAVIORAL OBJECTIVE(S):

1) Sixty percent of the children will be able to list three differences between accurate illustrations of Asian Americans and stereotypic illustrations of Asian Americans.

2) Sixty percent of the children will be able to list three feelings expressed by Japanese American characters, and compare with their own feelings.

TEACHING PROCEDURE(S):

1) Begin with discussion on birthdays.

- How do you like to celebrate your birthday?
- Who do you like to celebrate with?
- How would you feel if someone you didn't know were coming to your house on your birthday?

2) Read The Birthday Visitor; ask students to think about how the little girl feels about her birthday.

3) After the story, discuss Emi's feelings.

- How did Emi want to celebrate her birthday?
- Who did she want to celebrate with?
- How did she feel about the visitor?
- How do our feelings about birthdays compare with Emi's?

4) Show illustrations from The Five Chinese Brothers.

- Discuss impressions of Asian Americans the artist and author gives.

5) Show illustrations from The Birthday Visitor.

- Discuss impressions of Asian Americans the artist and author gives.
- Is there a difference between the illustrations?
- Which book do you think gives a more accurate portrayal of Asian Americans?
- Why?

TEACHING PROCEDURE(S):

Supplementary Activities

Role play The Birthday Visitor.

Plan a birthday party for everyone in the class.

RESOURCES AND MATERIAL(S):

- The Birthday Visitor, Yoshiko Uchida, Charles Scribner's & Sons, New York, 1975.
- The Five Chinese Brothers, Claire Huchet Bishop and Kurt Wiese, Coward-McCann Inc., 1938.

NAME: Novella Caldwell SCHOOL: Farnsworth Elementary

SUBJECT: Social Studies GRADE LEVEL: 3

TITLE OF LESSON: Asian Americans Are Not All Alike

KEY CONCEPT(S): Stereotyping

GENERALIZATION(S): People are alike and different in many ways, but no one is exactly like another. Asian Americans are not all alike.

BEHAVIORAL OBJECTIVE(S): Seventy-five per cent of the class will be able to:

1) List four ways Asian Americans are stereotyped.

2) Analyze an example of stereotyping.

3) Express how stereotyping can affect Asian Americans in this country.

TEACHING PROCEDURE(S):

1) Discuss generalities about 3rd grade boys, the school's students, blue-eyed people, etc..

   - "All 3rd grade boys are immature."
   - "Blue-eyed people are naturally slower than brown-eyed people."

2) Discuss stereotyping and its effects. *

   - Are they true?
   - What feelings would a person have if they believed these statements?
   - What feelings would a person have if they were stereotyped a certain way?

3) Talk about how Asians Americans have been stereotyped in ads, newspapers, TV, comic books, magazines, etc.. (Show examples if possible).

4) Ask children to recall the children's story, Five Chinese Brothers.

5) Critically analyze illustrations and text.

   - What type of stereotyping is shown in the illustrations? (Physical - all Chinese look alike).

6) Show pictures of Asian American stereotypes found in magazines, comic books, etc.

TEACHING PROCEDURE(S):

7) Discuss effects of stereotyping of Asian Americans.

- Do all Asian Americans speak another language?
- Are all Asian Americans Chinese or Japanese?
- How do stereotypes spread?
- How can they be prevented?

8) Visit the Asian American Resource Center.

RESOURCES AND MATERIAL(S):

- Clippings from various sources portraying Asians.
- Pictures of Asian American stereotypes as found in magazines, comic books, etc.
- Five Chinese Brothers, Claire Huchet Bishop and Kurt Wiese, Coward-McCann Inc., 1938.

* Caution: It is important that stereotypes of any persons be discussed seriously. The effects of stereotyping on the perceiver and the victim should not be ignored. To teach students about stereotyping without follow-up discussion on its effects would be an incomplete and possibly damaging lesson.

NAME: Lorraine Neal SCHOOL: North End Elementary

SUBJECT: Social Studies GRADE LEVEL: 5

TITLE OF LESSON: Stereotyping of Asian American People

KEY CONCEPT(S): Stereotyping

GENERALIZATION(S): Differences exist in a variety of ways within an ethnic group.

BEHAVIORAL OBJECTIVE(S): Seventy percent of the students will be able to recognize and analyze a stereotype when shown various pictures.

TEACHING PROCEDURE(S):

1) Ask the class to define stereotyping. (Having a belief about one person that holds true for all people of the same group).

2) Recall Western cowboy show on T. V. ("Lone Ranger," "Zorro"), and how Native Americans were portrayed. (Wild, savage, blood thirsty, no form of language, all wore feathered headbands, etc.).

3) Discussion
   - How do these movies affect our impressions of American Indians (Native Americans)?
   - Are these impressions (stereotypes) of Native Americans accurate? (No)

4) Look at some books that portray Native Americans in a stereotypic manner. (See resources for suggestions).

   - Are these pictures an accurate representation of Native Americans? (No)

     Books and illustrations tend to stereotype Native Americans as one tribe when in fact, there were many tribes of Native Americans across the U. S.. Each region of the U. S. had tribes with unique languages and customs.

     The feathered headress is a symbol of status within a tribe, each feather has to be earned. To put feathers in bands haphazardly is mistreating the symbolism. Headdresses were generally worn by the Plains Indians.

   - Tepees were not the only means of housing for Native Americans.

     Not all American Indians were migratory either. Some cultivated farmlands.

TEACHING PROCEDURE(S):

- Do all Native Americans wear headdresses and live in tepees? (No)
- Do we often find illustrations of Native Americans living in the city?

5) Ask students to recall any "Fu Manchu," "Charlie Chan," "Mysterious Mr. Moto," or "Kung Fu" shows.

- How were Asians portrayed? (Cruel, diabolical, slanted eyes, mysterious, can't speak well, etc.).

6) How do these movies affect our impressions of Asian Americans?

7) Are these impressions (stereotypes) accurate?

8) Look at some books that portray Asian Americans in a stereotypic manner. (See resources).

Kimonos are the traditional dress for the Japanese. If a book were about the Chinese American culture, would it be accurate to show kimonos?

Not all Asians speak Chinese and know Kung Fu. Asian Americans are made up of many different groups of Asians. Each group has its own unique culture.

9) What can we say about the media's portrayal of Native Americans and Asian Americans?

RESOURCES AND MATERIAL(S):

- For Native American Stereotyping:
  The Cruise of Christopher Columbus, Sadyebeth and Anson Lowitz, Scholastic Books, New York, 1970.
- Howie Helps Himself, Joan Fassler, Albert Whitman Co., New York, 1976.
- Tough Enough Indians, Ruth and Carol Latrob, Harry Zwalck Inc., New York, 1960.
- For Asian American Stereotyping:
  Five Chinese Brothers, Claire Huchet Bishop and Kurt Wiese, Coward-McCann Inc., 1958.
- The Cable Car and the Dragon, Herb Caen, Doubleday, New York, 1972.
- Mieko, Leo Politi, Golden Gate Junior Books, San Francisco, 1969.

NAME: Patrick Markie

SCHOOL: Linwood Park Elementary

SUBJECT: Social Studies

GRADE LEVEL: 2-3

TITLE OF LESSON: Stereotyping

KEY CONCEPT(S): Stereotyping (physical and psychological similarities and differences among Asian Americans).

GENERALIZATION(S): Asian Americans have many things in common with each other, but all Asian Americans neither look nor act alike.

BEHAVIORAL OBJECTIVE(S):

1) Students will be able to locate Asia on map.

2) Seventy-five percent of the students will identify Asian Americans from magazines, newspapers, and book pictures, and compare the pictures.

3) Students will complete two activities from the Rainbow Activities Book.

TEACHING PROCEDURE(S):

1) Have students participate in one activity from the Rainbow Activities Book:

"Stand Up and Be Counted" (p. 63)

- Discuss how general statements like those given in the "Stand Up" lesson can be misleading.
- Is it true that all teachers know everything?
- What do you call some of these statements? (Stereotypes)
- How can stereotypes affect people?

2) Show "Chinatown" filmstrip from Scholastic's Five Families kit.

3) Discuss the filmstrip.

- Where does the family live? (San Francisco's Chinatown).
- What country are their ancestors from? (China)
- Point out China on map.
- Identify other groups of Asian Americans, and point out on the map where their ancestors lived. (Japan, Hawaii, Pilipines, Vietnam, etc.).

4) How are the Yangs similar to the students' families? (Food, parents help them to bed, etc.).

TEACHING PROCEDURE(S):

. How are the Yangs different? (Father plays Chinese flute, they speak Chinese, they life in Chinatown, etc.).

5) Did the Yangs look like each other?

. Do any Asian Americans look exactly alike?

6) Do "People Poster" Activity (Rainbow Activities Book, pp. 13-14). After the "People Poster" Activity, discuss the cultural diversity of America.

. Does America include many types of people?
. Who are Americans?
. Is our neighborhood like the poster -- (culturally diverse)?

RESOURCES AND MATERIAL(S):

. Rainbow Activities Book, Ethnic Heritage Program, Creative Teaching Press, South El Monte, 1977.

. Magazines, catalogs, newspapers, books.

. "Chinatown," from Five Families, Scholastic Films, New York, 1972.

NAME: LaVon Jalonack and Donna Synstegard SCHOOL: Maxfield Elementary

SUBJECT: Reading GRADE LEVEL: 3

TITLE OF LESSON: Different Asian American Ethnic Groups

KEY CONCEPT(S): Stereotyping

GENERALIZATION(S): All people do not have the same roots. Asian Americans involve different groups of people.

BEHAVIORAL OBJECTIVE(S): Students will recognize various Asian American groups by being able to say two words in those languages and participating in some activities.

TEACHING PROCEDURE(S):

1) Participate in the "Sarimanok" activity from Rainbow Activities Book, (p. 47). Follow discussion ideas from book.

   . What Asian American group might be most familiar with the Sarimanok? (Pilipino-American).

2) Write "Hello" in the various Asian and Asian American languages on the board. Have students copy.

English	Hello	
Indonesian	Aba kabar	(Ah-bah kah-bahr)
Pilipino (Tagalog)	Comusta po kayo	(Koh-moos-tah poh kah-yoh)
Thai	Swasdi	(Sah-vaht-dee)
Vietnamese	Chao	(Chah-oh)
Korean	Ahn yong	(Ahn-yong)

3) Write "Thank You" in the various Asian and Asian American languages on the board. Have students copy.

English	Thank you	
Indonesian	Terima kasih	(Teeh-ree-mah kah-see)
Pilipino (Tagalog)	Salamat po	(Sah-LAH-maht-poh)
Thai	Kohb chai	(Kohp chigh)
Vietnamese	Cam on	(Cam on)
Korean	Koh - MAHP soom nee dah	(Ko- mahp soom nee dah)
Chinese	Owr-Dea	(Owr-dzea)
Japanese	Arigato	(Ah-ree-gah-to)
Hawaiian	Mahalo	(Ma-HAH-loh)

Name the nine languages used to say "Thank-you", and locate those eight Asian countries on a world map. Discuss how Asian Americans are Americans whose ancestors came from different Asian countries. There are language differences as well as other differences among these Asian and Asian American groups. Asian Americans do not speak one language.

Supplementary Activities

1) Read myths or legends from several of the Asian American groups and compare.

   . Do the characters dress alike?
   . Do they live in the same place?

2) Learn how to count in some Asian languages.

3) Compare recipes from some of these Asian countries.

   . Are the names of the dishes the same?
   . Are the ingredients identical?
   . Do all Asian Americans eat the same traditional Asian foods?

RESOURCES AND MATERIAL(S):

- My Ancestors Are From Korea and East Asia, (1977)
- My Ancestors Are From Polynesia, (1975)
- My Ancestors Are From Southeast Asia, (1976) Nikki Schreiner (Ed.), Touch & See, Palos Verdes Estates, CA.
- Chinese Cultural Resource Book, Irene Kwok, National Assessment & Dissemination Center For Bilingual Bicultural Education, Fall River, 1976. (For Chinese legends).
- Hawaiian Tales of Heroes & Champions, Vivian Thompson, Holiday House, New York, 1971. (For Hawaiian legends).
- Little One Inch, F. Sakade (Ed.), Tuttle Co., Rutland, 1977. (For Japanese legends).
- Rainbow Activities Book, Ethnic Cultural Heritage Program, Creative Teaching Press, 1977.
- The Unbroken Circle, B. Kramer (Ed.), OURS, Mpls., 1975.

NAME: Michael Donnelly SCHOOL: Webster Magnet Elementary

SUBJECT: Geography of Asia and Culture GRADE LEVEL: 4

TITLE OF LESSON: Geography of Asia and Culture

KEY CONCEPT(S): Stereotyping, differences between Asian people and countries.

GENERALIZATION(S): Asia is made up of different countries and people. Asian Americans reflect this diversity in many ways.

BEHAVIORAL OBJECTIVE(S): All students will be able to name four Asian countries and locate them on the world map.

TEACHING PROCEDURE(S):

1) Use wall map and hand-out of world.

2) Discuss the differences of the geographical locations of Asian countries.

- Are the Asian people alike in dress, religion, art, and government?
- Can we assume that Asian Americans are alike in dress, religion, art, and language?

3) Show filmstrip.

- What different Asian countries were discussed in this filmstrip?
- Are there any changes in our beliefs about Asians after seeing this filmstrip? (They don't dress alike, look alike, have same religion, etc.).
- Who are Asian Americans? (Americans with Asian ancestry).
- Can we now say that Asian Americans are all born with the same Asian background? (No)
- Are all Asian Americans born in an Asian country? (No)

4) End with discussion of some Asian American people using Asian American People Posters.

RESOURCES AND MATERIAL(S):

- (Filmstrip) "Lands and People of Asia," National Geographic Society, 1974.
- Asian American People Posters, available at the Asian American Resource Center.

NAME: Janet Gageby SCHOOL: Como Elementary

SUBJECT: Social Studies GRADE LEVEL: 5

TITLE OF LESSON: Social Studies - Psychological Stereotyping

KEY CONCEPT(S): Psychological Stereotyping - Occupations

GENERALIZATION(S): All Asian Americans do not act alike. It is dangerous to generalize a stereotypic attribute to an entire group of people. Each Asian American is different from one another as all people are.

Examples of stereotypes:
All Asians are in the laundry/restaurant business.
All Asians are in the gardening business.
Asians cannot speak English well.
Asian women are either docile or diabolical.
Asians are sinister and have a low regard for their lives.

BEHAVIORAL OBJECTIVE(S): Eighty percent of the children will be able to:

1) List five non-stereotypic occupations held by Asian Americans.

2) Work in small groups and write a short report about the person or place they read about. Present this material to the class.

3) Learn about a new career and tell the class about it.

4) Write a paragraph about a possible future career.

TEACHING PROCUEDURE(S):

1) Define the word "occupation". (Employment, jobs, business, work).

2) Discuss the occupations of the students' parents, relatives and friends. Discuss what they would like to do when they grow up.

3) Divide class into nine groups and pass out the Asian American People and Places folder to each group.

4) Read the material silent or orally in small groups. Then have each group prepare a short report about the person or place they read about. (Compare with people and places they know about).

TEACHING PROCEDURE(S):

5) Have groups present reports to the class.

6) Have students read about other careers in Careers in Action/Minorities in Focus and tell the class about something they learned.

7) Have students write a paragraph entitled "What I Want to Be When I Grow Up."

8) Make an Amerasia Collage. Tack folders to the bulletin board along with pictures of other Americans in the same and different occupations.

RESOURCES AND MATERIAL(S):

- Ethnic Understanding Series: Asian American People and Places from the Asian American Resource Center.

- Careers in Action/Minorities in Focus, St. Paul Public Schools, 1976.

NAME: Mary Holland SCHOOL: Hill Elementary

SUBJECT: Music GRADE LEVEL: 6

TITLE OF LESSON: Asian American Musicians

KEY CONCEPT(S): Stereotyping of Asian music contributions of Asian American musicians.

GENERALIZATION(S): Some Asian Americans listen to and play non-traditional Asian music.

BEHAVIORAL OBJECTIVE(S):

1) All students will name two Asian or Asian American musicians.

2) All students will listen to three examples of music performed or composed by Asian Americans and identify two similarities and/or differences to Western music.

3) Seventy-five percent of students will indicate that all Asian Americans do not produce traditional Asian music.

TEACHING PROCEDURE(S):

1) Teacher will ask students to name any Asian or Asian American musicians they know.

2) Teacher will list names and show pictures of several Asian musicians.

1. Ichiro Suzuki	6. Seiji Ozawa
2. Tomita	7. Chouhei Min
3. Helen Funai	8. Yoko Ono
4. Evelyn Mandac	9. Yvonne Elliman
5. Kyung-Wha Chung	10. Don Ho

3) Class will take notes on short biographies of Suzuki, Tomita, Funai, Mandac, Ozawa.

4) Teacher will ask what kind of music they expect to hear from the tape.

5) Class will then listen to three taped examples of music composed, sung or played by Asian American musicians.

6) Class will then discuss what they heard and compare to first expectations.

RESOURCES AND MATERIAL(S):

- "A Grain of Sand," Iijima, Miyamoto, et. al., Paredon Records, New York, 1973.
- "Yokohama California," Bamboo Brew Productions, 1977.
- "Sadistic Mika Band," produced by Chris Thomas, Capital Records, 1974.

NAME: Mary Holland SCHOOL: Hill Elementary

SUBJECT: Music GRADE LEVEL: 3

TITLE OF LESSON: Pentatonic Scale and Asian Music (Songs)

KEY CONCEPT(S): Tonal differences

GENERALIZATION(S): Some music may sound different to us if it is based on an unfamiliar scale system. Asian music is based on many scales including the pentatonic scale.

BEHAVIORAL OBJECTIVE(S):

1) All students will recognize the term pentatonic and learn its meaning (i. e., 5 tones).

2) All students will improvise an accompaniment to a song using a pentatonic scale on xylophones, tone bells, or autoharps.

3) Seventy-five percent of the students will recognize through discussion that all Asian Americans do not produce traditional Asian music.

TEACHING PROCEDURE(S):

1) Teacher will have class sing the diatonic scale (8 tones) (do, re, mi, fa, so, la, ti, do).

2) Teacher will have class sing the pentatonic scale (5 tones) (do, re, mi, so, la).

3) Class will discuss the differences between the two scales.

4) Print pentatonic on board and draw a pentagon on the board. Class can see and count five sides. Make a comparison to the scale.

5) Teacher will teach "Sakura" (Japanese song) by phrase method. Write the words on the board.

Day II

1) Class will find key signature and time signature.

2) Class will write solfeg on board (do, re, mi, etc.), and find pentatonic scale using note letter names (A B C E F).

3) Sing "Sakura" using solfeg (do, do, re, etc.)

4) Sing song in English then in Japanese.

5) Have a few students improvise accompaniment using the autoharp or xylophone while the rest of the class sings.

RESOURCES AND MATERIAL(S):

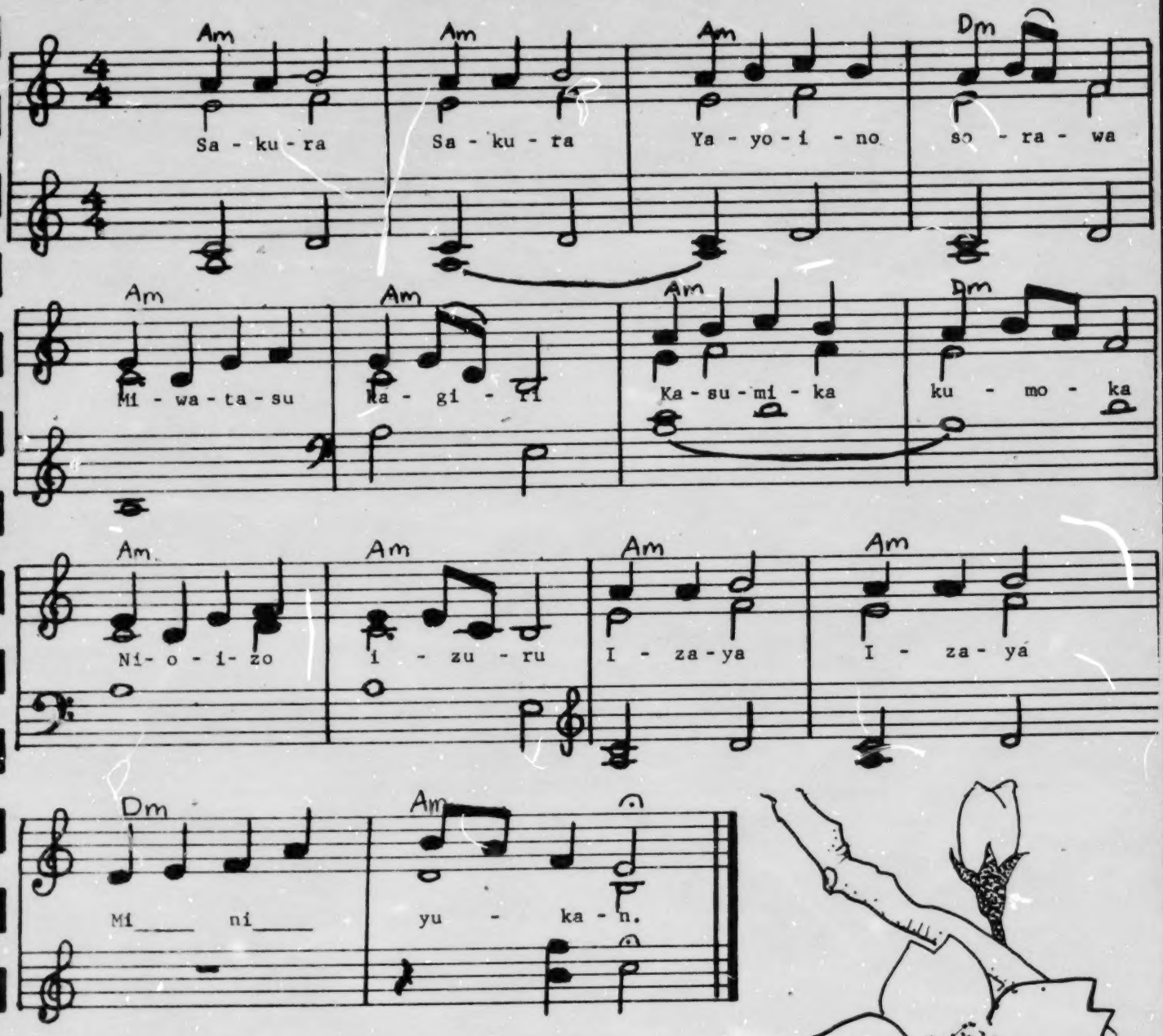
- Chalkboard, piano, tone bells or xylophones, autoharps, music for "Sakura."

- Children's Songs From Japan, Florence White and Kazu Akiyama, Edward B. Marks Music Corp., N. Y., 1960.

SAKURA

CHERRY BLOSSOMS

slowly

Traditional

Sakura, Sakura
Cherry blossoms pink and white
Hang like sweet mist under Spring skies
Float like clouds in perfumed air
Cherry blossoms everywhere
Sakura, pink and white
Best of all the Spring-time flowers

SIMILARITIES

NAME: Novella Caldwell SCHOOL: Farnsworth Elementary

SUBJECT: Language Arts GRADE LEVEL: 3

TITLE OF LESSON: Creative Writing

KEY CONCEPT(S): Families

GENERALIZATION(S): All people experience similar feelings and have similar needs.

BEHAVIORAL OBJECTIVE(S): Seventy-five per cent of the class will be able to:

List four similarities in needs between a Chinese American family and a Native American family.

TEACHING PROCEDURE(S):

1) Show filmstrips ("Chinatown," "Yah-a-tay").

2) Discuss how the two families are alike. (See teacher's manual for questions). List the similarities between the families on the board.

Example:

Native American Family and Chinese American Family
Ate dinner together
Spoke another language
Fathers were artistic
Children like to play
Etc.

3) Have students write their own list for their families. How are their families similar to those two?

4) Share answers. Were there differences?

5) Discuss how the two families are different. (Food, language, location).

6) Have students discuss the differences between their families. Are there basic similarities?

7) Read stories with Asian American characters. Discuss the similarities and differences of lifestyles between the various Asian Americans.

. Do they all live in Chinatown?
. Do they all eat the same food?

TEACHING PROCEDURE(S):

8) Discuss how needs and feelings may be similar among many people.

- Do we all need to eat?
- Share responsibility?

RESOURCES AND MATERIAL(S):

- "Chinatown" and "Yah-a-tay," Five Families, Scholastic, New York, 1972.
- Chinatown Sunday - Story of Lillian Der, Carol Ann Bales, Reilly and Lee Books, Chicago, 1973.
- Got Me A Story To Tell, Sylvia Yee and Lisa Kokin, St. John's Educational Threshold Center, San Francisco, 1977.

NAME: Sister Susan Smith SCHOOL: Holy Spirit Elementary

SUBJECT: Reading - Language Arts GRADE LEVEL: 2

TITLE OF LESSON: Family Traditions

KEY CONCEPT(S): Similarities/differences of traditions.

GENERALIZATION(S): All families have certain traditions and customs. Some of these traditions and customs are unique to certain ethnic groups.

BEHAVIORAL OBJECTIVE(S): Through process of filmstrips and books, the class will become aware of certain Asian American traditions and be able to describe something they've learned about two of them.

TEACHING PROCEDURE(S):

Day I

1) Discuss the meaning of traditions and customs. (A belief or behavior that is usually practiced regularly by families or individuals. Some of these beliefs reflect religious and cultural backgrounds).

   - What traditions do you have in your family? (Christmas, Yom Kippur, New Year's Day, the oldest child must be named after a relative, etc.).
   - Are there customs that are shared among the families of this class?
   - Are there customs that are not practiced by all families?

2) Discuss how customs may change over time.

   - At one time it was improper for women in the United States to show their ankles; and men waxed their mustaches.

3) If possible, show pictures of old Life, Ladies Home Journal or Saturday Evening Post magazines.

   - Analyze how customs have changed in some ways.

4) Emphasize the differences in belief within a group of people today.

   - Holidays and traditional celebrations may differ from family to family. The Chinese New Year may be celebrated by some Chinese American families, but not necessarily by all Chinese American families.

TEACHING PROCEDURE(S):

The Asian American traditions which the class will learn about are not practiced or believed by all Asian American families.

5) Read Red Eggs and Ginger and Sū Chen Baby. Review the symbolisms of the objects in the two stories.

. Do you think all Chinese Americans follow this tradition? (No)

Day II

1) View "Cynthia, A Japanese American Girl."

. What was Cynthia preparing for? (The O'Bon)
. What is the O'Bon? (Festival for honoring dead ancestors).
. What is the tradition during this celebration? (Visiting the temple, dancing).
. Should we assume that all Japanese American families celebrate the O'Bon?

RESOURCES AND MATERIAL(S):

. "Cynthia, A Japanese American Girl," Children of the Inner City, Society for Visual Education, Chicago, 1970.

. 'Sū Chen Baby," Al-Ling-Louie, Bridge Magazine, (Volume 3, No. 6) Basement Workshop, New York, 1975.

. Old magazines (Life, Post, Journal) showing outdated styles and customs.

NAME: Lora Allen SCHOOL: Phalen Lake Elementary

SUBJECT: Social Studies GRADE LEVEL: 2

TITLE OF LESSON: Asian American Families

KEY CONCEPT(S): Similarities/Differences

GENERALIZATION(S): Asian American families do things that are different from as well as similar to other non-Asian American families.

BEHAVIORAL OBJECTIVE(S): Seventy-five percent of the class will be able to:

1) List four similarities and differences between an Asian American family and their families.

2) Develop a generalization concerning the diversity of American families.

3) List three needs that are shared by Asian American families and their families.

4) Draw pictures of Asian Americans showing different emotions.

TEACHING PROCEDURE(S):

Day I

1) Introduce lesson by showing filmstrip, "Getting To Know Carol Low."

- How is Carol's family like your family?
- How is it different?
- What needs does Carol have? (Food, clothing, love, etc.).
- What needs do you have? Are they the same as Carol's?

2) Have students draw a picture of Carol and her friend at the fair.

- How do you think they feel?

Day II

1) Read The Birthday Visitor to the class.

- Emi is part of a Japanese American family.
- How is Emi's family the same as Carol's and yours?
- How is it different?
- Does Emi's family share the same needs as your family?

TEACHING PROCEDURE(S):

2) Have students draw a picture of Emi when she found out her birthday was going to be shared with a visitor.

Day III

1) Use the Asian American Culture Box to introduce some artifacts that may be found in some Asian American homes.

- What is this object?
- What do you think it is used for?
- Can you think of an object with a similar purpose?

2) What can we say about American families?

- Are they all the same?
- How are they different?
- Do they share similar needs?

RESOURCES AND MATERIAL(S):

- "Getting To Know Carol Low," Understanding Chinese Americans, The Association of Chinese Teachers, San Francisco, 1977.
- The Birthday Visitor, Yoshiko Uchida, Charles Scribner, New York, 1975.
- Asian American Culture Box (from the Asian American Resource Center).
- Paper and crayons.

NAME: Sister Susan Smith SCHOOL: Holy Spirit Elementary

SUBJECT: Reading - Language Arts GRADE LEVEL: 2

TITLE OF LESSON: An Asian American Family

KEY CONCEPT(S): Similarities, differences

GENERALIZATION(S): Families are similar in their basic needs. Families can also differ from one another in many ways.

BEHAVIORAL OBJECTIVE(S):

1) Eighty percent of the class will identify three similarities in needs between an Asian American family and their families.

2) Eighty percent of the class will be able to list two differences between Asian American people.

TEACHING PROCEDURE(S):

1) Introduce lesson by discussion on families.

   . All over the world many people live in family units. Families differ in many ways: Size, culture, physical appearance, religious beliefs, etc.

2) Talk about the students' families in regard to those differences.

   . Do all of you have the same number of family members?
   . Do all of you live in the same type of house?

3) What are some of the similarities most families share? (Need for food, love, sleep, etc.).

4) Show filmstrip, "Chinatown."

   . How are the Yangs like your family? (Needs)
   . How are they different? (Cultural heritage)

5) Investigate the cultural heritage of the Yangs by using the "Special Notes" section in the filmstrip's teacher guide.

6) Ask students to write a list of four differences between their families and the Yangs.

   . What would it be like if all families were the same?

TEACHING PROCEDURE(S):

Supplementary Activities

i) Read Chinatown Sunday for another perspective of a Chinese American family.

- How do the Yangs differ from the Ders? (location, size of family, etc.).
- What aspects of Lillian's life reflects her Chinese American heritage?
- How is your family life influenced by traditions and cultural heritage? (Festivals, holidays, religious practices, etc.).

2) View "Getting To Know Carol Low," and discuss the similarities and differences between the Lows and the other two Chinese American families.

- Were there similarities?
- Were there differences?

RESOURCES AND MATERIAL(S):

- "Chinatown," Five Families, Scholastic, New York, 1972.
- Chinatown Sunday: The Story of Lillian Der, Carol Ann Bales, Reilly & Lee Books, Chicago, 1973.
- "Getting To Know Carol Low," Understanding Chinese Americans, The Association of Chinese Teachers, San Francisco, 1977.

NAME: Dave Woodbeck SCHOOL: Highwood Hills Elementary

SUBJECT: Social Studies/Art GRADE LEVEL: 4-6

TITLE OF LESSON: Art Forms Can Convey Feelings

KEY CONCEPT(S): Similarities in emotions

GENERALIZATION(S): Many Asians, Asian Americans, and other Americans experience similar emotions toward beauty in nature.

BEHAVIORAL OBJECTIVE(S): Through reading and discussion of a story, seventy percent of the students will develop an awareness of how emotion can be expressed by means of various art forms.

TEACHING PROCEDURE(S):

1) Read and discuss the story, "A Thread of Understanding" orally. (Can we assume that all Asians and Asian Americans are good artists? Do all Asian Americans look like the characters in the story? What ideas do you think the author has about Asians?).

2) Have students paint a nature scene expressing an emotion. (Angry thunderstorm, quiet rain, scorching summer day, breezy afternoon, etc.). Use water colors.

3) Divide into pairs and have students identify the emotion(s) being expressed in the other's painting.

. Were there any agreements? Is it possible to convey feelings through paintings?

RESOURCES AND MATERIAL(S):

. "A Thread of Understanding," (p. 35) from Cavalcades Reading Series, Scott Foresman.

. Water colors, brushes, paper.

NAME: Jerine Peterson SCHOOL: Highwood Hills Elementary

SUBJECT: Social Studies GRADE LEVEL: 4-6

TITLE OF LESSON: Our Homes and Our Needs

KEY CONCEPT(S): Similarities - needs

GENERALIZATION(S) Asian American have the same needs and facilities as other Americans in regard to housing.

BEHAVIORAL OBJECTIVE(S): Ninety percent of the students will compare through pictures and list five similarities between Asian American homes and non-Asian American homes.

TEACHING PROCEDURE(S)

1) Have students bring pictures of their homes (inside, outside, yard, etc.) before the lesson. If pictures are not available, have the students draw a scene in their homes showing some family activity.

2) Have a discussion on basic needs, and how they are met in the house.

- In your opinion, what are some things people must have in a home? (Kitchen, somewhere to sleep, bathroom, etc.).
- Why do you think they are necessary? (Basic needs)
- Do you think all people have these basic needs for food, sleep, clothing, etc.?

3) Have students analyze their pictures of their homes.

- Do you have things in your house that help meet your family's basic needs?
- There may be different objects in each house, but do they serve the same need? (Water beds and bunk beds are for sleeping, toasters and microwaves are used for cooking foods, etc.).

4) View "Siu Mei Wong: Who Shall I Be?"

Siu Mei Wong is a Chinese American girl.

- What type of house does she live in? (Apartment)
- Does her family share the same needs as your family?
- Are there objects in Siu Mei's home that respond to those needs?
- What objects in Siu Mei's house can be found in your house? (Bed, chairs, refrigerator, stove, etc.).

TEACHING PROCEDURE(S):

- What can we say about this Chinese American home in terms of basic needs? (They share the same basic needs).

Supplementary Activities

View other filmstrips on Asian American families and analyze them for basic needs similarities. Use the discussion questions listed in this lesson.

RESOURCES AND MATERIAL(S):

- "Siu Mei Wong: Who Shall I Be?" Learning Corporation of America, New York, 1971.
- "Cynthia, A Japanese American Girl," Children of the Inner City, Singer, Chicago, 1970.
- Understanding Chinese Americans, The Association of Chinese Teachers, San Francisco, 1977.
- Pictures of students' own homes.

NAME: Robyn Peterson

SCHOOL: Open School

SUBJECT: Language Arts

AGES: 5-9

TITLE OF LESSON: Needs of Asian Americans

KEY CONCEPT(S): Basic needs, similarities

GENERALIZATION(S): Asian Americans and other non-Asian Americans have the same basic needs. These needs are fulfilled in similar ways.

BEHAVIORAL OBJECTIVE(S): Students will be able to:

1) Name three things all people need.

2) Name two ways the needs of Asian Americans are similar to the needs of non-Asian Americans.

TEACHING PROCEDURE(S):

1) Spread a selection of books, magazines, and photos showing many pictures of people eating, sleeping, playing, working, etc.

2) Give the students enough time to look through these pictures. Then, call them together for a discussion.

   . What were some of these people doing?
   . What different things do you think all people need? (Sleep, food, shelter, etc.).

3) List these needs on the board. Lay out multi-ethnic pictures of families fulfilling these needs.

4) Have each student choose a picture and describe what need is being fulfilled. Discuss how the Asian American families have similar needs to other non-Asian American families.

   . Is this Asian American family doing something another family is doing? (Eating)

5) Have students draw a picture showing how members of their families fulfill the same need.

RESOURCES AND MATERIAL(S):

. Books, magazines with pictures of people fulfilling basic needs.

. "Family Picture Cards," pictures of multi-ethnic families fulfilling various needs (available from the Asian American Resource Center).

. Paper, crayons.

NAME: Ruth Weinberg SCHOOL: Riverview Elementary

SUBJECT: Social Studies GRADE LEVEL: K

TITLE OF LESSON: All Families Need Food

KEY CONCEPT(S): Needs, similarities

GENERALIZATION(S): All families need food. Families in the United States may eat different foods.

BEHAVIORAL OBJECTIVE(S): Eighty percent of the children will be able to:

1) Recognize and describe utensils that are used in preparing and eating Asian American foods.

2) Name two foods that are different than foods they are familiar with.

TEACHING PROCEDURE(S):

1) Read Chinatown Sunday or view "Chinatown" filmstrip.

2) Discuss the types of food and utensils the Chinese American family used.

   - What do you use that is similar to this Chinese American family's utensils? (Wok=pan, chopsticks=fork, etc.).
   - Do all people need to eat?
   - What other things do all people need? (Sleep, talk, love, etc.)

3) Display some Asian American utensils, available from the Asian American Resource Center. (Wok, steamer, bowls, chopsticks, tea strainer, soy sauce bottle, etc.).

4) Explain the uses of the utensils and the similarities to objects the children might be familiar with.

5) Make a "Feeley Box." Put the utensils inside a large box. Have children feel and describe the object they picked.

6) Make rice or another Asian American dish that is relatively easy to prepare.

TEACHING PROCEDURE(S):

7) Discuss the various ingredients used to make each dish.

   . Are there some ingredients that are new to you? (Soy sauce, soy beans, etc.).

RESOURCES AND MATERIAL(S):

. Chinatown Sunday: Story of Lillian Der, Carol Ann Bales, Reilly & Lee Books, Chicago, 1973.

. "Chinatown," Five Families, Scholastic Films, New York, 1972.

. Asian Cookbook for Juniors and Beginners, Kay Shimizu, Shufunotomo Company, Tokyo, 1974.

NAME: Michael Donnelly SCHOOL: Webster Magnet Elementary

SUBJECT: Social Studies GRADE LEVEL: 4

TITLE OF LESSON: The Yang Family

KEY CONCEPT(S): Cultural differences and cultural similarities.

GENERALIZATION(S): Many Chinese Americans are different in many ways, but similar in basic needs to other Americans.

BEHAVIORAL OBJECTIVE(S):

1) Students will make three comparisons between the Yang family and themselves.

2) Students could name three things used in the film that show the Chinese American heritage.

3) Students will analyze and evaluate the differences and similarities among all people.

TEACHING PROCEDURE(S):

1) Show filmstrip.

2) Have class discussion on the cultural differences and similarities of the Yang family.

   - What kind of family are the Yangs? (Chinese American)
   - Who are Chinese Americans? (Americans with Chinese ancestry. Not all Chinese Americans were born in China).
   - How are the Yangs like other non-Chinese American families? (Kids play, father works, family goes shopping, they eat dinner together, help with dishes, children learn from their parents, etc.).
   - How are they different? (Chinese American family, they speak Chinese and English, they eat some Chinese foods, use Chinese objects to cook and eat, father plays Chinese flute, etc.).

3) Review filmstrip by going over certain frames reflecting the Yangs cultural heritage and life-style. (See "Special Notes" Section, p. 13, in Teacher's Guide to Five Families).

4) Have students write a brief paragraph (or draw) on an activity their families do together.

RESOURCES AND MATERIAL(S):

- Five Families, Scholastic Films, New York, 1972.

NAME: LaVon Jalonack and Donna Synstegard SCHOOL: Maxfield Elementary

SUBJECT: Social Studies GRADE LEVEL: 3

TITLE OF LESSON: Similarities between Asian American Families and Students

KEY CONCEPT(S): Similarities

GENERALIZATION(S): There are similarities between some Asian American families and our own families. (Non-Asian American)

BEHAVIORAL OBJECTIVE(S):

1) Ninety per cent of the students will describe five similarities between an Asian American child's life and their own.

2) Students will describe similarities between the Asian American families and their own.

TEACHING PROCEDURE(S):

1) Discuss what goes on in the students' families.

- What do you do for fun together?
- Are there special holidays you celebrate? How?
- Does everyone share responsibility?
- What do you usually do on the weekends?

2) Show filmstrips and discuss each Asian American family in terms of similarities to the students.

- What are some activities this Asian American family does that your family does?
- What can we say about the lives of these Asian Americans families in comparison to yours?

RESOURCES AND MATERIAL(S):

- "Ching Dao (Island of Gold)," America's Children, Scott Education Division, Detroit, 1970.
- "Cynthia, A Japanese American Girl," Children of The Inner City, Society for Visual Education, Chicago, 1970.
- "Getting To Know Carol Low," Understanding Chinese Americans, The Association of Chinese Teachers, San Francisco, 1977.
- "The Changs Celebrate The New Year," Six Families In The U. S., Encyclopedia Britannica Educational Corp, Chicago, 1971.
- "Chinatown," Five Families, Scholastic, New York, 1972.

NAME: Patrick Markie

SCHOOL: Linwood Park Elementary

SUBJECT: Social Studies

GRADE LEVEL: 2-3

TITLE OF LESSON: Similarities Among Asian Americans and Non-Asian Americans

KEY CONCEPT(S): Needs, feelings

GENERALIZATION(S): Asian Americans are people with needs and feelings similar to all other people.

BEHAVIORAL OBJECTIVE(S):

1) Ninety per cent of the class will list five things Carol Low likes to do, list five things they like to do, and identify the similarities between the two lists.

2) Students will complete the "Feelings Silhoutte" and "Feelings Game" activities from the Rainbow Activities Book.

TEACHING PROCEDURE(S):

1) Show "Getting to Know Carol Low" filmstrip.

2) Discuss:

   A. How is Carol and her family like your family? Different from your family?

   B. What would it be like if everyone were the same?

   C. How are you like other people? How are you different?

   D. List five things Carol likes to do.

   E. List five things you like to do. What things are the same?

   F. How do you feel about people who are different from you?

3) Have students and teacher participate in "Feelings Silhoutte" activity, pp. 89-90 in the Rainbow Activities Book.

   . Are there some feelings that students share?
   . How many different emotions were expressed by the class?
   . Did the teacher share similar feelings?

TEACHING PROCEDURE(S):

4) Participate in "Feelings Game," p. 83 of Rainbow Activities Book.

   . Was it possible to guess the feelings acted out by the students?

5) Read some stories to class involving Asian and Asian American characters.

   . What various feelings did they express?
   . Have the students experienced similar situations?

   Example:
   The Birthday Visitor
   Asian American People and Places

RESOURCES AND MATERIAL(S):

. "Getting to Know Carol Low," Understanding Chinese Americans, The Association of Chinese Teachers, San Francisco, 1977.

. Rainbow Activities Book, Ethnic Cultural Heritage Program, Creative Teaching Press, South El Monte, 1977.

. The Birthday Visitor, Yoshiko Uchida, Charles Scribner's Sons, 1975.

. Asian American People and Places, Visual Communications, Los Angeles, 1972.

NAME: Sister Bernadette Newton SCHOOL: Holy Spirit Elementary

SUBJECT: Social Studies GRADE LEVEL: 3

TITLE OF LESSON: "Carol Low"

KEY CONCEPT(S): Traditions, similarities

GENERALIZATION(S): There are certain types of behavior that are common to all families regardless of ethnic background or cultural traditions.

BEHAVIORAL OBJECTIVE(S): Sixty percent of the students will be able to:

1) List four similarities and four differences between Chinese American and other (non-Chinese) Americans.

2) List four behaviors (activities) common among all American families regardless of ethnic background or cultural traditions.

TEACHING PROCEDURE(S):

1) Introduce filmstrip, "Getting To Know Carol Low" as a look at one Chinese American girl's life. Not all Chinese Americans live as Carol Low does.

2) Ask students to look for ways in which Carol is similar to and different from their own families.

3) Show filmstrip.

4) Discuss the ways in which Carol's family life is like the family lives of the class. List examples on board, (e. g. Carol doesn't like to be reminded about her school work).

5) Discuss how Carol's family life is different than the family lives of the class. List examples on the board, (e. g. they speak Chinese at home).

6) Discuss the advantages and disadvantages of everyone being the same. What would it be like if everyone were the same?

7) Have students write about a family activity they enjoy the most.

RESOURCES AND MATERIAL(S):

- "Getting To Know Carol Low," Understanding Chinese Americans, The Association of Chinese Teachers, San Francisco, 1977.

NAME: Kathy O'Malley SCHOOL: Riverview Elementary

SUBJECT: Social Studies Unit - Families: Their Similarities and Differences GRADE LEVEL: K

TITLE OF LESSON: Asian American Cultural Foods

KEY CONCEPT(S): Basic Needs

GENERALIZATION(S): Different families in the U. S. like to cook and eat different foods.

BEHAVORIAL OBJECTIVE(S): All children will be able to:

1) Make and taste some Asian American food (Ramen).

2) Make and taste a familiar food.

3) Identify two Asian American household objects used in preparing the food.

TEACHING PROCEDURE(S): Day I

1) Have a discussion on foods.

   - Do we need food?
   - Does everyone need food?
   - What's your favorite food?
   - Do you like to try new foods?
   - What new food have you tried and liked?

2) Show filmstrip, "Getting To Know Carol Low."

   - What are some things Carol does that you do?
   - Carol is a Chinese American girl. Some foods she may eat are Chinese foods, although Carol may also eat other foods like hamburgers and tacos.

3) Show the class a wok.

   - What do you think this could be used for?
   - Explain that the wok is a Chinese cooking pan. Carol Low's family may have one in their house along with other pots and pans.

4) Show the chopsticks.

   - What do you think these could be used for?
   - Explain to the class that chopsticks are used by some (not all) Asian Americans. Chopsticks are like forks, they are used for eating.

TEACHING
PROCEDURE(S):

Day II

1) Use the wok to make Ramen soup. (Ramen is an instant Asian soup available at many Asian food stores).

   . What is the pot called? (wok)
   . What kind of soup is this? (Ramen, an Asian American instant soup).

2) Distribute small sampling of soup in styrofoam cups. If possible, have disposable chopsticks for children to practice using.

   . Is it easy to use chopsticks?
   . Some Asian American children learn to use chopsticks very early.

3) Make peanut butter and jelly sandwiches with children.

   . Is it fun to make different foods?
   . Do all families eat the same foods all the time?

RESOURCES AND
MATERIAL(S):

. Asian American Culture Box (available from the Asian American Resource Center) containing household objects.

. Wok (and disposable chopsticks).

. "Getting To Know Carol Low," Understanding Chinese Americans, The Association of Chinese Teachers, San Francisco, 1977.

NAME: Rochelle Rattler SCHOOL: Hancock Elementary

SUBJECT: Reading/Language Arts GRADE LEVEL: 2-3

TITLE OF LESSON: Understanding Basic Needs For Chinese American and Other American Children

KEY CONCEPT(S): Similarities/differences and needs

GENERALIZATION(S): Children have common needs.

BEHAVIORAL OBJECTIVE(S): Eighty percent of the class will illustrate on paper either one need similar to or one need different from the needs of a Chinese American girl, Siu Mei Wong.

TEACHING PROCEDURE(S):

1) Pre-viewing discussion on needs: What are some common needs we share? (Sleep, eat, fun, etc.).

2) View movie, "Siu Mei Wong: Who Shall I Be?"

3) Post-viewing discussion.

   . What are some of Siu Mei Wong's needs?
   . What are some of ours?

4) Chart these needs as a class.

Siu Mei's Needs	Class Needs
Eat (food)	Eat (food)
Clothes	Clothes
Language	Language
Shelter	Shelter
School	School
Fun (ballet)	Fun (baseball, tennis, biking, etc.)

RESOURCES AND MATERIAL(S):

. "Siu Mei Wong: Who Shall I Be?" Learning Corporation of America, 1971.

. Chart of needs.

NAME: Sister Susan Smith SCHOOL: Holy Spirit Elementary

SUBJECT: Reading - Language Arts GRADE LEVEL: 2

TITLE OF LESSON: Asian American Children

KEY CONCEPT(S): Similarities of feelings

GENERALIZATION(S): All children have similar basic needs. Caring and friendship are important elements in a person's life.

BEHAVIORAL OBJECTIVE(S):

1) Eighty percent of the class will be able to list two attitudes of Asian American children toward their families and/or school.

2) Eighty percent of the class will list two similarities between Asian American children's feelings and their own feelings.

TEACHING PROCEDURE(S):

1) Discuss "families."

- Think of your family. How does each person play an important part in your family?
- How do you, as a member of the family, contribute to the family's growth? (Helping)
- How do we help our brothers and sisters?

2) Discuss "friendship."

- How do you help friendships grow?
- Do you think friendship is important? Why?
- Do you think families are important? Why?

3) View filmstrip, "The Changs Celebrate the New Year."

- The Changs are an Asian American family. What kind of Asian American are they? (Chinese American)
- Who are Chinese Americans? (People with Asian ancestry, not necessarily born in an Asian country, are Asian Americans).
- How do the Chang children contribute to their family?

4) Show and read Friends! Friends! Friends!.

- How does this little Asian American girl feel about her friends?
- How does she feel about school?

TEACHING PROCEDURE(S):

5) Ask students to write two sentences about their feelings toward their friends and school.

- Compare their sentences with the Changs' and Kimi's feelings.
- Are they similar or different?

Supplementary Activity

Present Chinatown Sunday with taped narration to class.

- How does Lillian feel about school? Her family?
- Do you share similar feelings?

RESOURCES AND MATERIAL(S):

- "The Changs Celebrate The New Year," Six Families In the U. S., Encyclopedia Britannica Educational Corporation, Chicago, 1971.
- Chinatown Sunday: The Story of Lillian Der, Carol Ann Bales, Reilly & Lee Books, Chicago, 1973.
- Friends! Friends! Friends!, Ruth Jaynes, Bowmar Publishing Corporation, Glendale, 1970.

NAME: Rochelle Rattler SCHOOL: Hancock Elementary

SUBJECT: Reading/Language Arts GRADE LEVEL: 2-3

TITLE OF LESSON: All Children Have Feelings

KEY CONCEPT(S): Similarities/Feelings

GENERALIZATION(S): Chinese Americans do things that are different from as well as similar to what other Americans do.

BEHAVIORAL OBJECTIVE(S): Eighty percent of the class will be able to list one similarity between themselves and a Chinese American family.

TEACHING PROCEDURE(S):

Day I

1) Using the teacher's guide to the filmstrip set, discuss pre-viewing questions before seeing "Getting To Know Carol Low" (TACT).

2) Discuss post-previewing questions. Make a list about what the students like to do.

THINGS WE LIKE TO DO

Ride on skateboards
Play in the rain
Eat onion rings
Sleep over at a friend's house
Go camping in the mountains
Watch a late movie on television
See the circus
Have a birthday party

Day II

1) Students will list five things that Carol like to do on a chart. (Go to Chinese school, recess, roller coaster, be president, etc.).

2) Work on activity sheets for filmstrip. (In filmstrip set).

Day III

1) As a class, complete crossword puzzle activity for Carol Low filmstrip (in filmstrip set).

TEACHING PROCEDURE(S):

2) View filmstrip again.

RESOURCES AND MATERIAL(S):

- "Getting to Know Carol Low," from Understanding Chinese Americans, The Association of Chinese Teachers, San Francisco, 1977.
- Dittos of activity sheets about Carol Low.
- Tag board chart.

NAME: Rochelle Rattler SCHOOL: Hancock Elementary

SUBJECT: Reading/Language Arts GRADE LEVEL: 2-3

TITLE OF LESSON: All Children Have Feelings

KEY CONCEPT(S): Feelings

GENERALIZATION(S): Chinese Americans do things that are different from as well as similar to what other Americans do. Asian Americans also have different feelings at different times just as other Americans do.

BEHAVIORAL OBJECTIVE(S):

1) Eighty percent of the class will be able to describe (when asked) one difference in feelings between Carol Low and Lillian Der.

2) Students will be able to describe some similarities between themselves and the two Chinese American girls.

TEACHING PROCEDURE(S):

1) Teacher presents Chinatown Sunday: The Story of Lillian Der with taped narration to the class.

2) As a class, list on a chart what Lillian Der likes to do.

   . Are there some feelings Lillian Der shares with the class?

3) Show filmstrip, "Getting to Know Carol Low." List on another chart some activities Carol likes.

4) Compare Lillian's chart with Carol's.

   . Are they the same?
   . What are some differences?

5) Discuss the similarities and differences between Carol Low's life and Lillian Der's. Although they are both Chinese Americans, are they exactly alike?

Supplementary Activity

For another comparison, view the movie, "Siu Mei Wong: Who Shall I Be?"

RESOURCES AND MATERIAL(S):

- Chinatown Sunday: The Story of Lillian Der, Carol Ann Bales, Reilly and Lee Books, Chicago, 1973.
- "Getting To Know Carol Low," from Understanding Chinese Americans, The Association of Chinese Teachers, San Francisco, 1977.
- "Siu Mei Wong: Who Shall I Be?" Learning Corporation of America, 1971.

NAME: Kathy O'Malley SCHOOL: Riverview Elementary

SUBJECT: Social Studies Unit - Families: Their Similarities GRADE LEVEL: K

TITLE OF LESSON: Children Have Feelings

KEY CONCEPT(S): Feelings

GENERALIZATION(S): Everyone has feelings. Some feelings which are common to most of us are: Happiness, sadness, loneliness, anger, fear, etc. Two people may react differently or experience different feelings in a similar situation. Asian American children also experience different feelings at different times.

BEHAVIORAL OBJECTIVE(S):

1) The children will be able to verbalize a feeling they had or have.

2) The children will be able to role play a "feeling" situation.

3) The children will be able to identify possible feelings for certain situations.

TEACHING PROCEDURE(S):

Day I

1) Introduce "feelings" concept by reading Umbrella. Talk about Momo's happy feelings.

   . When did Momo feel happy?

2) Show pictures (from magazines, Asian American Resource Center) of Asian American children expressing many different emotions.

   . How do you think this girl/boy feels?
   . What do you think happened?
   . Did you ever feel this way? When? Why?

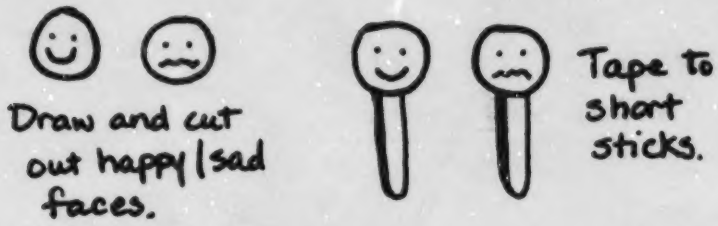
3) Read two stories from Unity, An Asian Studies Reading Kit, "Renee Ramos" and "Tom Jeing."

   . How did Renee feel about school?
   . How did Tom feel about school?
   . What would you do if you were in Renee's class? Tom's class?

TEACHING
PROCEDURE(S):

Day II

1) Make happy-sad lollipop faces from construction paper and short sticks.



2) Read the stories again, or show the pictures of the Asian American children, and have the students hold up the appropriate feelings face.

RESOURCES AND
MATERIAL(S):

- Umbrella, Taro Yashima, Viking Press, New York, 1974.
- Unity, An Asian Studies Reading Kit, Longfellow School, Berkeley, 1973.
- Materials for feelings lollipops.
- Pictures of Asian American children from magazines, newspapers, Asian American Resource Center.

NAME: Sister Bernadette Newton SCHOOL: Holy Spirit School

SUBJECT: Language Arts/Reading GRADE LEVEL: 3

TITLE OF LESSON: Caring For Beauty

KEY CONCEPT(S): Art, feelings

GENERALIZATION(S): Thoughts and feelings may be expressed through art in many different ways.

BEHAVIORAL OBJECTIVE(S): Sixty percent of the children will be able to compare feelings expressed in different pictures by Asian American artists as well as other American artists.

TEACHING PROCEDURE(S):

1) Read "Caring For Beauty" Section (pages 59-72) from Self-Expression and Conduct, level 3.

2) If the text is not available, use the following questions for discussion.

- What seems most beautiful to you? (Sand, summer, sun, spring, green grass, someone you know, a new bicycle, food?).
- How many different beautiful things were chosen by the class?
- How many of these things were made by people?
- How many are a part of nature?

3) Show sumi-e book to class. Asian artists often drew pictures of landscapes or scenes from nature. Here are some examples of one type of landscape painting. When the artists painted, they put their thoughts and feelings into their pictures.

- What types of coloring do these pictures use?
- What kinds of feelings do you get when you see these pictures?

4) Show a Chinese scroll with a mountain scene.

- What colors did the Chinese artist use?
- How does this painting make you feel about the mountain?

5) Read Seashore Story. The Asian American artist, Taro Yashima, used certain techniques to convey a seashore feeling.

- What colors does he use?
- How do these pictures make you feel?

TEACHING PROCEDURE(S):

6) Show pictures from The Stone-cutter.

- What colors does this artist use?
- How do these pictures make you feel?
- How are these pictures different than Taro Yashima's pictures?

7) Have students draw a picture of their favorite part of nature. (E. g. trees in a forest, thunder, hail, breezes, snow, autumn, seashore, etc.).

8) Compare feelings each picture gives.

RESOURCES AND MATERIAL(S):

- Seashore Story, Taro Yashima, Viking Press, New York, 1967.
- Self-Expression and Conduct, The Humanities (green level), Harcourt Brace Jovanovich, New York, 1974.
- The Stone-cutter, Gerald McDermott, Puffin Books, 1975.
- Sumi-e In Three Weeks - Landscapes, S. Yamada, Japan Publications Trading Co., 1964.
- Chinese Landscape Scroll (available at Asian American Resource Center).

NAME: Janet Gageby SCHOOL: Como Elementary

SUBJECT: Social Studies GRADE LEVEL: 5

TITLE OF LESSON: Social Studies - Feelings

KEY CONCEPT(S): Feelings - Similarities

GENERALIZATION(S): Everyone, including Asian Americans, experiences similar feelings at times.

BEHAVIORAL OBJECTIVE(S): Seventy per cent of the students will be able to:

1) Name two feelings they have had in common with Carol Low and/or Roland Chan.

2) Remember events from filmstrips by completing crossword puzzles and people and places ditto.

TEACHING PROCEDURE(S):

1) Discuss words that describe feelings (angry, sad, puzzled, etc.), and list them on the board.

2) Discuss people's needs and have students relate experiences they have had involving the feelings listed.

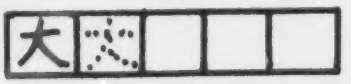
   - Do people need to have fun?
   - Is it important to co-operate?
   - What embarrassing experiences have you had?

3) Show the filmstrip "Getting to Know Carol Low."

4) Discuss Carol's needs and feelings, and have students relate her feelings to theirs.

   - Does Carol co-operate? With whom? (Teacher, parents, friends).
   - How did Carol feel when some boys upset her friend's milk?
   - Did you ever feel angry about a similar situation?

5) Have class examine two Chinese children's handwriting practice books, or draw example on board.



TEACHING PROCEDURE(S):

6) Pass out ditto showing how to write from one to ten in English, Chinese, Japanese, Pilipino, and Vietnamese.

7) Discuss how some Asian Americans speak and write in another language.

   . Are there values in knowing another language?
   . Do you know someone who speaks another language besides English?

8) Show class how to write the numbers from one to ten in Chinese. Practice writing on the blackboard using calligraphy brushes.

RESOURCES AND MATERIAL(S):

. "Getting To Know Carol Low," Understanding Chinese Americans, The Association of Chinese Teachers, San Francisco, 1977.

. Mimeos of numbers in various Asian languages.

. Calligraphy brushes.

ENGLISH	CHINESE (toisan)		JAPANESE		PILIPINO (tagalog)	VIETNAMESE
① One	一	yat	一	ichi	isa	mo't
② Two	二	yi	二	ni	dalawa	hai
③ Three	三	saam	三	san	tatlo	ba
④ Four	四	sei	四	shi	apat	bốn'
⑤ Five	五	ng	五	go	limá	nắm
⑥ Six	六	luk	六	roku	anim	sáu
⑦ Seven	七	tsat	七	shichi	pito	bây'
⑧ Eight	八	baat	八	hachi	walo	tám'
⑨ Nine	九	gau	九	ku	siyam	chín'
⑩ Ten	十	sap	十	ju	sampú	muòi

NAME: Robyn Peterson

SCHOOL: Open School

SUBJECT: Language Arts

AGES: 5-9

TITLE OF LESSON: Roland Chan

KEY CONCEPT(S): Emotions

GENERALIZATION(S): People share similar feelings.

BEHAVIORAL OBJECTIVE(S): Students will be able to:

1) Show empathy with Roland (a boy with a problem) by describing how he is feeling.

2) Name at least two problems an Asian American family has and compare them with their own.

3) Demonstrate an understanding of emotional reactions to problems by drawing a picture of a problem situation they have had.

TEACHING PROCEDURE(S):

1) Show the filmstrip, "My Friend, Roland Chan."

   . What difficulties does Roland's family face?
   . What would you do if you were Roland?
   . What type of Asian American is Roland Chan?
   . Are all Chinese Americans like Roland Chan? (No)

2) Discuss Roland's problem and his feelings.

   . How do you think Roland felt when the other boy called him stupid?
   . What similar incidents have you had?

3) Have the students draw a picture of a similar problem incident in their lives. Have them title their drawings.

RESOURCES AND MATERIAL(S):

. "My Friend, Roland Chan," Understanding Chinese Americans, The Association of Chinese Teachers, San Francisco, 1977.

. Paper, pencils.

DIFFERENCES

NAME: Vilda Villarreal

SCHOOL: Roosevelt Elementary

SUBJECT: Social Studies

GRADE LEVEL: 2

TITLE OF LESSON: Four American Families and Me

KEY CONCEPT(S): Ethnicity
Differences/Similarities

GENERALIZATION(S): Ethnic groups and families have crafts which are unique to their cultures.

BEHAVIORAL OBJECTIVE(S): Eighty percent of the class will participate in the making of four crafts reflecting an ethnic background. The students will be able to discuss the ethnic background for each craft.

TEACHING PROCEDURE(S): (Background information on the four American ethnic families should be provided. See Ms. Villarreal's lesson in the Stereotyping Section for an introduction to a Chinese American, Black American, Mexican American, and Native American family).

Day I

1) Review the "Chinatown," "Together," "Piñata," and "Yah-a-tay" families from the Five Families filmstrip set.

2) Read pages 11-12 on the history of kites from Chinese Kites. Read additonal pages on the uses of the kites if desired.

3) Pass out materials for constructing a kit and have students make their own.

Day II, III, IV

1) Find an ethnic craft reflecting the Mexican American, Black American, and Native American heritages from The You and Me Heritage Tree.

2) For each day, read the ethnic history for that specific craft and have the students make it.

Day V

1) Review the ethnic backgrounds for the crafts they made.

   . (e. g., where did kites originate? (China) What were they used for?).

2) Display the crafts in the room.

TEACHING PROCEDURE(S):

Supplementary Activity

Have a resource person from an ethnic group demonstrate an ethnic craft. (e. g., Ukranian egg decorating).

RESOURCES AND MATERIAL(S):

- "Chinatown," "Together," "Piñata," and Yah-a-tay," Five Families, Scholastic, New York, 1972.
- Chinese Kites, D. Jue, Charles E. Tuttle, Rutland, 1974.
- The You and Me Heritage Tree, Phyllis and Noel Fiarotta, Workman Publishing Co., New York, 1976.
- Materials for each ethnic craft.

NAME: Lorraine Neal SCHOOL: North End Elementary

SUBJECT: Social Studies GRADE LEVEL: 5

TITLE OF LESSON: New Year's Celebration

KEY CONCEPT(S): Traditions

GENERALIZATION(S): Holidays take a variety of forms in our multi-cultural society.

BEHAVIORAL OBJECTIVE(S): Ninety percent of the class will describe the different ways the New Year is celebrated.

TEACHING PROCEDURE(S):

1) Introduce the lesson with a discussion on their New Year's celebrations.

   - What are some of the things you and your family do for the New Year? (Traditions)
   - Do you wear certain clothes, sing certain songs, write a list of "resolutions," count down the seconds until midnight, etc.?
   - Would you consider these behaviors as traditions in your family?
   - When do you celebrate the New Year?

2) If no one celebrates New Year other than on January 1st, introduce the Chinese and Southeast Asian (Vietnamese, Cambodian, etc.) New Year date for the year. (in 1978 it was February 7th, the Year of the Horse. In 1977, New Year's was February 18, the Year of the Serpent.)

   - Why do you suppose the Chinese and Southeast Asian New Year date varies from year to year? Use the New Year information found in the Supplementary Materials Section to explain the Lunar Calendar.

3) Show the filmstrip, "The Changs Celebrate The New Year."

   - What are some of the New Year's traditions the Changs follow?
   - How are they the same, and how are they different than the New Year's traditions you follow?

Supplementary Activities

1) Read Rice Cakes and Paper Dragons for another perspective on the Chinese American New Year. Discuss the similarities between Marie Chan's New Year celebrations and the Chang's celebrations.

TEACHING PROCEDURE(S):

2) Have students read and do some activities from the Vietnamese New Year Kit for a perspective on the Vietnamese American New Year's traditions.

RESOURCES AND MATERIAL(S):

- "The Changs Celebrate The New Year," Six Families In The U. S., Encyclopedia Britannica Educational Corporation, Chicago, 1971.
- New Year's Information in Supplementary Materials Section.
- Rice Cakes and Paper Dragons, Seymour Reit, Dodd, Mead, and Co., New York, 1973.
- Vietnamese New Year Kit, Asian American Studies, Berkeley Unified School District, 1977.

NAME: Ruth Weinberg SCHOOL: Riverview Elementary

SUBJECT: Social Studies GRADE LEVEL: K

TITLE OF LESSON: Chinese American New Year Celebration

KEY CONCEPT(S): Tradition

GENERALIZATION(S): Many families in America celebrate different cultural holidays.

BEHAVIORAL OBJECTIVE(S): All children will be able to:

1) Color Chinese characters for "Happy New Year " and make a New Year card.

2) Participate in making a lion's head for a New Year's Parade.

3) Draw a dot-to-dot picture of a piggy bank.

TEACHING PROCEDURE(S): Day I

1) Read Preparing for Chinese New Year.

- What are some things the Chinese American boy does to get ready for the New Year? (Cook special foods, gets new clothes, cleans house.)
- What are some things you and your family do to get ready for the New Year? (Clean house, make foods, etc.).
- When do you celebrate the New Year? Many Chinese Americans celebrate the New Year at the end of January or early February.
- Do you celebrate the New Year all year or is there a special time?
- Do you think that many Chinese Americans celebrate the New Year all year? (No)

2) Have students color the Chinese characters for the New Year scroll from Chinese Cultural Resource Book (pp. 276-279). Paste on red construction paper and hang on walls.

3) Have students make Happy New Year cards for their parents.

TEACHING PROCEDURE(S):

Day II

1) Read The Story of the Red Envelopes.

   - What did Ming and May receive in the red New Year envelopes? (Money)
   - Why was Ming supposed to keep his envelope? (Because a wish from his grandparents was written on it).

2) Have students do dot-to-dot picture of a piggy bank for New Year's money in the Chinese Cultural Resource Book, p. 274.

Day III

1) Show pictures of the Chinese Lion Dance in Rice Cakes and Paper Dragons, pages 66-76.

   - Many people believe the animal in the parade is a lion. Others believe it is a dragon.

     Dragons, to some Asian Americans, are not fierce and dangerous creatures. Many Chinese and Vietnamese Americans believe that dragons are symbols of happiness and good luck. They are noble and wise animals and are respected. This does not mean that many Chinese and Vietnamese Americans believe that dragons exist.

2) Divide class into small groups to make lion's heads. Provide boxes, aluminium pans, material, etc. (See card 8.4 in My Ancestors Are From China).

3) Have a parade with the lion's heads.

RESOURCES AND MATERIAL(S):

- Chinese Cultural Resource Book, Irene Kwok, National Assessment and Dissemination Center, Fall River, 1976.
- My Ancestors Are From China, Connie Yu, Touch & See, Palos Verdes Estates, 1975.
- Preparing For Chinese New Year, Gordon Lew, Chinese Bilingual Program, San Francisco, 1971.
- Rice Cakes and Paper Dragons, Seymour Reit, Dodd, Mead & Co., New York, 1973.
- The Story of the Red Envelopes, Gordon Lew, Chinese Bilingual Program, San Francisco, 1971.
- Materials for Chinese Lion's Head (boxes, aluminium pans, etc.).

NAME: Sister Bernadette Newton SCHOOL: Holy Spirit Elementary

SUBJECT: Language Arts GRADE LEVEL: 3

TITLE OF LESSON: Learning Some Japanese Words

KEY CONCEPT(S): Communication - Cultural heritage

GENERALIZATION(S): People need to communicate with each other. Language is a form of communication.

BEHAVIORAL OBJECTIVE(S):

1) Sixty percent of the students will be able to read and write a minimum of ten words in Japanese.

2) Children will be able to state a value in understanding a language, particularly a language other than their own.

TEACHING PROCEDURE(S):

1) Introduction
   - Use a globe to arouse awareness and interest in the world.
   - Locate U. S. and discuss the size.
   - Locate oceans, differentiate between Pacific and Atlantic Oceans.
   - Locate Minnesota.
   - Locate Asian countries (Hawaii, Japan, China, Korea, Vietnam, Cambodia, Laos, etc.).

2) If we were to take a trip to another country, like Japan, what are some of the difficulties we might encounter?
   - List problems on board. (Language)

3) In relation to the language difficulties, discuss the need for language to communicate.
   - Do all Japanese speak only Japanese?
   - Do some of us know another language besides English?
   - Do you think that Japanese Americans speak only Japanese? Only English?
   - What can we say about the language of Japanese Americans? (Varies, not all Japanese Americans speak Japanese).

4) Have children practice pronouncing some words in Japanese. (Chōchō Is For Butterfly).

5) Make picture dictionaries of Japanese words.

TEACHING PROCEDURE(S):

6) Pass out activity sheets, have students write the answers using their dictionaries.

1. Ningyo	6. Kabin
2. Itai	7. Gakko
3. Zori	8. Denwa
4. Kasa	9. Chōchō
5. Megane	10. Jidosha

RESOURCES AND MATERIAL(S):

- Chocho Is For Butterfly, J. Sasaki and F. Uyeda, Uyeda Sasaki Art, 1975.
- Activity sheet on using Japanese words in sentences.
- Globe or map of world.

NAME: _____

Write the correct Japanese word in the blank for each sentence. Use your picture dictionary to help find the English meanings.

Ningyo	Chōchō	Kasa	Itai	Zori
Jidosha	Megane	Gakko	Kabin	Denwa

1) My little sister's favorite toy is _____.

2) Ouch! I have an _____!

3) My new _____ hurts my toes.

4) Be sure to take your _____ in case it rains.

5) Pass me my _____, I can't see clearly.

6) You can put the flowers in the _____.

7) I learned some Japanese words at _____.

8) The _____ is ringing, please answer it.

9) _____ is for butterfly.

10) We went for a ride in our new _____.

NAME: Kathy O'Malley SCHOOL: Riverview Elementary

SUBJECT: Social Studies - Families: Their Similarities and Differences GRADE LEVEL: K

TITLE OF LESSON: Writing

KEY CONCEPT(S): Writing--a form of communication.

GENERALIZATION(S): Most American children learn to print the alphabet. Some Chinese American children also learn to write Chinese characters.

BEHAVIORAL OBJECTIVE(S): Ninety percent of the children will be able to:

1) Print "A, B, C."

2) Print one Chinese character.

3) Print the English word for the character.

TEACHING PROCEDURE(S):

1) Show examples of Chinese characters for words (e. g., Animal Picture Cards).

   . How do the words look different?

2) Explain to the class that some Chinese American children learn to read and write Chinese at special schools after "regular" school.

   . Do some of the students do something after school? (Go to clubs, friend's house, etc.).

3) Read the class a bilingual story involving a Chinese character, and show them the Chinese characters. (e. g., The Chinese Cultural Resource Book).

   . Does anyone know another language besides English?
   . Do you know anyone who does?

4) Have children print "A, B, C" on large manilla paper.

5) Write a Chinese character on the board, and have children copy. (e. g., 上 (high), 中 (middle), 下 (low)).

6) Have children write the English word for the character.

TEACHING PROCEDURE(S):

Supplementary Activity

Play "High, Middle, Low" game. (From Chinese Cultural Resource Book, p. 246).

RESOURCES AND MATERIAL(S):

- Animal Picture Cards (available at the Asian American Resource Center).
- Chinese Culture Resource Book, Irene Kwok, National Assessment & Dissemination Center, Fall River, 1976.
- East/West Activities Kit, Visual Communications, Los Angeles, 1976.

NAME: Janet Gageby SCHOOL: Como Elementary

SUBJECT: Social Studies GRADE LEVEL: 5

TITLE OF LESSON: Asian American Contributions

KEY CONCEPT(S): Cultural Heritage
Similarities/Differences

GENERALIZATION(S): (Asian) Americans have made many contributions in America in the area of work, discoveries and inventions. (Asian) Americans have introduced many games and objects into the United States which other Americans may be familiar with.

BEHAVIORAL OBJECTIVE(S): Eighty percent of the children will be able to:

1) List five Asian American contributions.

2) Find several kinds of work done by Asian Americans in a word find ditto and a job matching ditto. (In filmstrip set).

3) Learn to play "Shooting," "String Game," and "Concentration," and how to make a "Popper Cracker." (See Resources and Materials Section for sources of games).

4) Recognize and know the use of several Asian objects and their Western counterparts.

TEACHING PROCEDURE(S):

1) Discuss the word contribution, "to give something."

2) Move to a discussion of contributions made by all kinds of people in America.

3) Show filmstrip "Julie's Report."

4) Discuss filmstrip.

5) Do word find ditto and job matching ditto.

6) Discuss other contributions made by Asians, and show the class the Asian method for choosing teams and game called "Shooting" (paper, rock, and scissors).

7) Discuss the origin of fireworks and make a "Paper Popper."

   . Where did fireworks originate?

   . What are they used for?

TEACHING PROCEDURE(S):

8) Pass out string and teach the class to play "Well Rope" or the "String Game" in pairs.

9) Pass out materials needed to make individual "Concentration Games" (a ditto depicting several Asian objects).

Discuss the names of the objects, their uses, and Western counterparts, if any.

10) Have the class cut out the objects, glue them to the tagboard, and color them.

Play "Concentration" in pairs.

11) Show filmstrip "My Friend, Roland Chan."

12) Discuss Roland's needs and feelings, and have students relate their feelings to him. Discuss how they would handle Roland's problem with the other student. Hypothesize how Roland will solve the problem.

13) Do crossword "Roland" about Chinese Americans, and go over answers together. (In filmstrip set).

14) Do "People and Places" ditto.

RESOURCES AND MATERIAL(S):

- Understanding Chinese Americans - "Getting to Know Carol Low" (cassette, filmstrip, and dittos) from the Association of Chinese Teachers, San Francisco, 1977.
- Understanding Chinese Americans - "My Friend Roland Chan" (cassette, filmstrip, and dittos) from the Association of Chinese Teachers, San Francisco, 1977.
- Chinese Children's Games, Fung Shin-Ying, A. R. T. S. Inc., New York, 1976. ("Shooting" Game).
- Jing Ho Hauk Ho #2, Bettie S. L. Kan and C. K. Rekdal, Fortune Cookie Press, Seattle, 1976. ("String Game" - p. 7).
- Worksheets for filmstrips in "Understanding Chinese Americans" (in filmstrip kit).
- Mimeos of Asian American Concentration Game. (See Supplementary Section).
- Mimeos of paper popper instructions.

cut

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④ Hold one side of triangle & quickly snap your hand so the other side pops out.

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cut

A PAPER POPPER

FIRECRACKERS WERE INVENTED BY THE CHINESE MANY YEARS AGO, AND WERE USED TO CELEBRATE HOLIDAYS. THE LOUD NOISES FROM THE FIRECRACKERS WERE THOUGHT TO DRIVE AWAY EVIL SPIRITS. MANY CHINESE AMERICANS STILL USE FIRECRACKERS IN NEW YEAR'S CELEBRATIONS.

88

NAME: Patrick Markie

SCHOOL: Linwood Park Elementary

SUBJECT: Social Studies

GRADE LEVEL: 2-3

TITLE OF LESSON: Some Cultural Traditions of Asian Americans

KEY CONCEPT(S): Cultural heritage

GENERALIZATION(S): Many Asian Americans express their cultural heritage through traditional Asian food, music, literature, writing, games, and art.

BEHAVIORAL OBJECTIVE(S): Students will be able to:

1) Identify and taste some Asian foods.

2) Listen to some Asian music.

3) Learn to write a Chinese character.

4) Play an Asian game.

5) Complete an Asian art project and learn its significance.

6) Learn an Asian folktale.

TEACHING PROCEDURE(S):

Day I

1) Discuss "Cultural Heritage."

   - What is it? (Unique aspects of life style carried from generation to generation, e. g. certain foods).
   - Is there something in a student's family that has been handed down from family to family? (Music, foods, language, values, etc.).

2) Inform students that the cultural heritage of one family may not be the same for another family. (Not all Asian Americans eat rice).

3) Choose two or three Asian foods from Chinese Cultural Resource Guide and Multi-Ethnic Studies Guide for students to cook and taste.

   - What ingredients are used?
   - Are there some ingredients the students aren't familiar with?

TEACHING
PROCEDURE(S):

Day II

1) If possible, have resource person play an Asian instrument for class. If not possible, play "Marn-Ling and the Chinese Musical Instruments." Review the Chinese instruments used.

2) Do the students know stories their parents or relatives often told? (Three Little Pigs, Snow White, etc.)

   Read a fable from Chinese Cultural Resource Book.

   Show a Japanese folktale from "Japanese Stories of Magic" filmstrip set.

   . Are some of these stories familiar?
   . Are there other stories with similar themes?

Day III

Set up Learning Stations.

1) Station One -
   Pass out Chinese character activity sheet to go with the book, Chinese Writing, An Introduction.

2) Station Two -
   Pass out tangrams sheet.

3) Station Three -
   Have the Korean game, Yut, available for students to learn and play.

4) Station Four -
   Have basic origami book out, students will make one object according to directions.

Post Discussion Questions

. Was it easy to learn the Chinese characters? Some Chinese American children attend Chinese school after their regular school. There, they learn how to speak and write Chinese, as well as learn about Chinese heritage. There are more than 8,000 characters in Chinese -- to read the average newspaper one must know at least 5,000 characters.

TEACHING PROCEDURE(S):

Post Discussion Questions - Continued

- What are tangrams? Who were they invented by? Was it easy to create those shapes?
  Pass out the key after the entire discussion.

- What is Yut? (Rhymes with "foot").
  Yut is very popular among Koreans during the New Year's holidays.

- What are some things you made by origami?
  Origami is the Japanese art of folding paper. "Ori" means "to fold," "gami" means "paper." It is said that folding 1,000 paper cranes brings good luck.

- What areas, reflecting different aspects of the Asian American culture, have we explored these three days?
  (Food, music, literature, writing, games, and art).

- What can we say about learning some aspects of the Asian American culture?
  (We can learn about the Asian American culture in many areas).

RESOURCES AND MATERIAL(S):

- Chinese Cultural Resource Book, Irene Kwok, National Assessment and Dissemination Center for Bilingual Education, Fall River, 1976.

- Multi-Ethnic Studies in the Elementary Classroom, P. Marquevich and S. Spiegel, Education in Motion, Pico Rivera, 1976.

- "Marn-Ling and the Chinese Musical Instruments," Margaret Pang, International Telecomm Incorporated, 1972. (Record).

- "Japanese Stories of Magic," Coronet Instructional Media, Chicago, 1976. (Filmstrips).

- Chinese Writing, An Introduction, D. Wolff, Holt, Rinehart, and Winston, New York, 1975.

- Korean game, Yut, with instructions. (Available at the Asian American Resource Center).

- Origami, F. Sakade, Charles E. Tuttle Co., Rutland, 1977.

- Activity sheets for Chinese characters and tangrams.

NAME: _____

CHINESE CHARACTERS

Learning how to speak and write Chinese is not easy work. Learning how to write Chinese characters beautifully takes even more skill. There are certain rules to follow.

Find some characters you would like to learn and copy it in the far left space, under "Chinese Character." Write the definition of the word in the next space, then practice the character again. Make sure you write the characters using the correct stroke order.

CHINESE CHARACTER	DEFINITION	PRACTICE WRITING		

NAME: _____

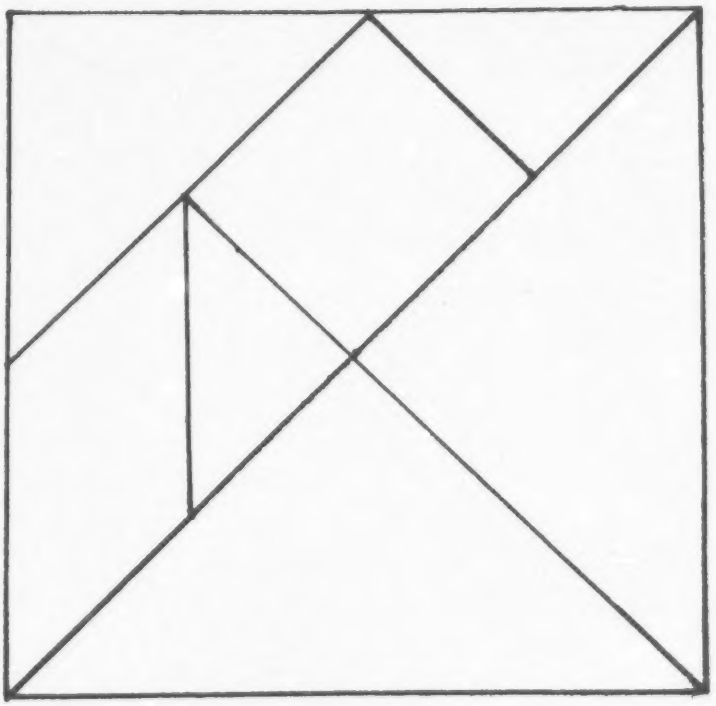
TANGRAMS: AN ANCIENT CHINESE PUZZLE

Tangrams probably originated in China several thousand years ago. There are many different ideas on how they started. One myth about the origin of tangrams deals with a Chinese nobleman named Tan who owned a valuable ceramic tile. One day he dropped this beautiful tile, and it broke into seven pieces. Tan spent the rest of his life trying to assemble those pieces into the original shape. As he tried, he created hundreds of other shapes and designs.

Directions:

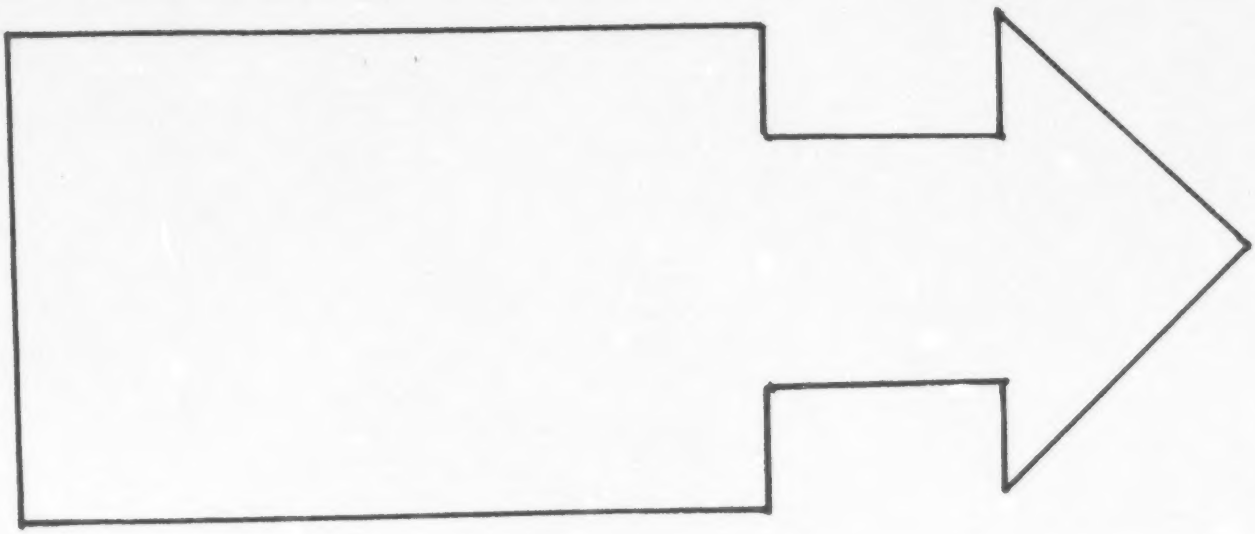
1) Cut out the tangram pieces below.

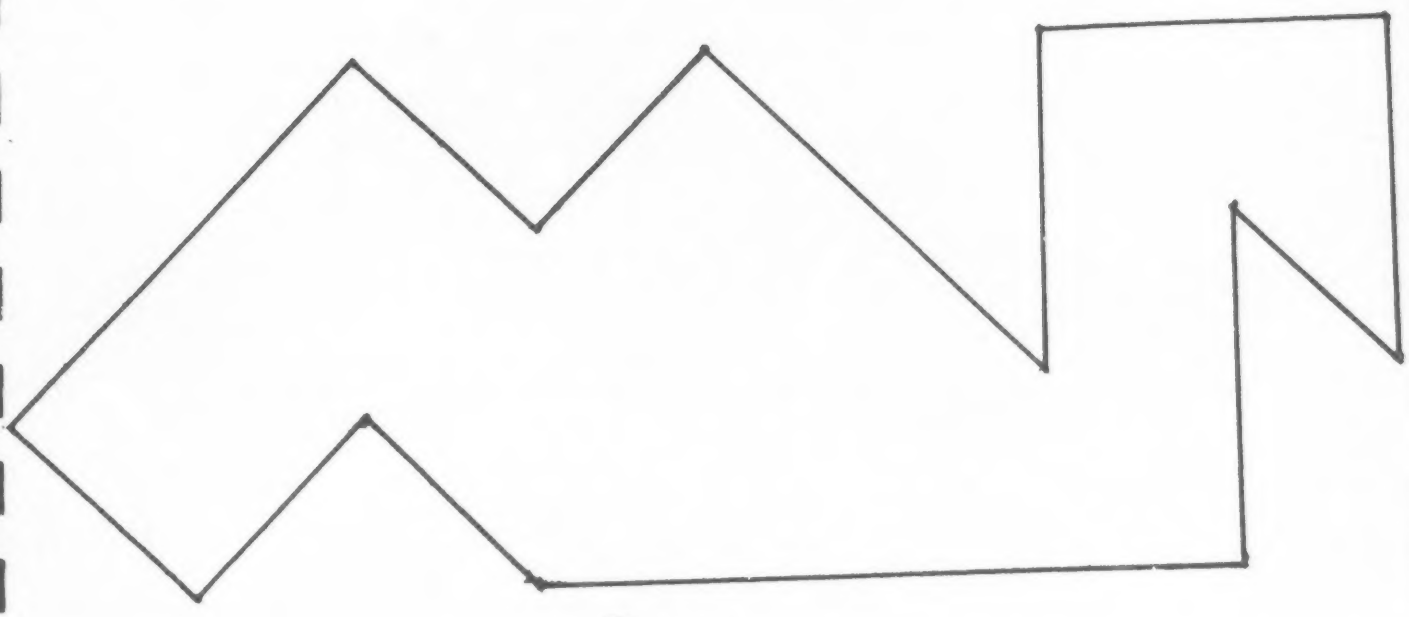
2) Create the shapes shown on a separate page.



Create these shapes by arranging the seven tangram pieces.

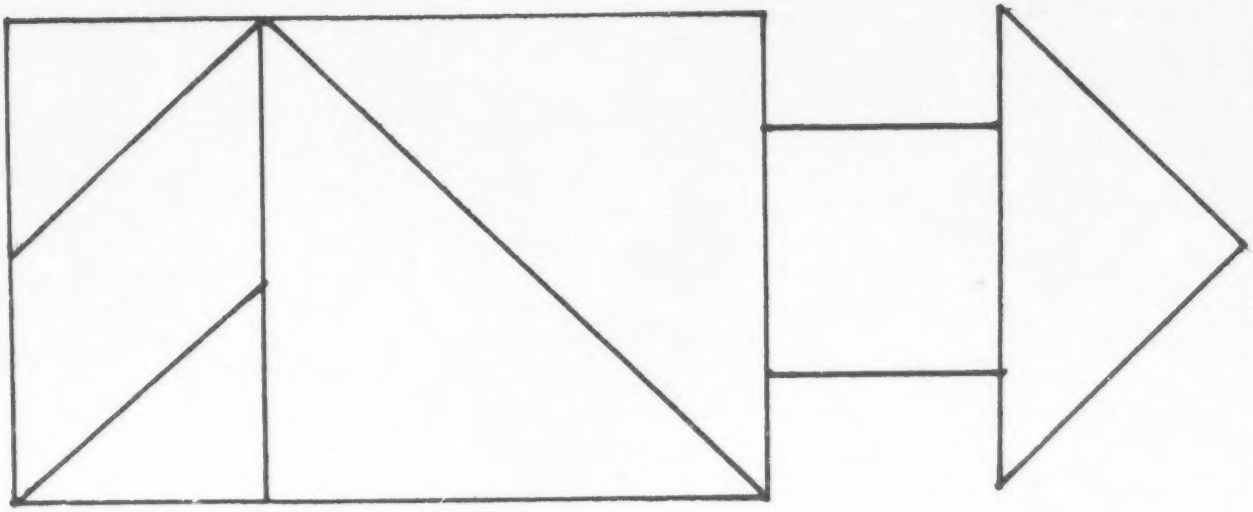
Tower





Dragon

KEY



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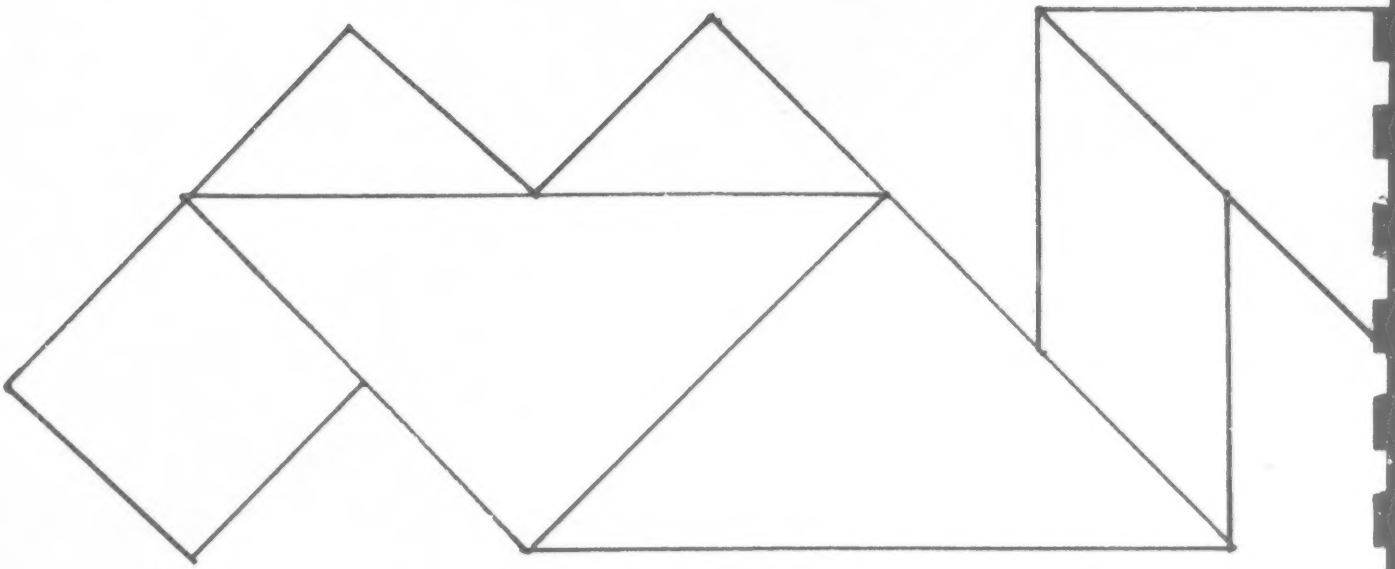


Dragon

NAME: Kathy O'Malley SCHOOL: Riverview Elementary

SUBJECT: Social Studies Unit - Families: Their Similarities and Differences GRADE LEVEL: K

TITLE OF LESSON: Folktale

KEY CONCEPT(S): Folktales, family

GENERALIZATION(S): Folktales are favorite stories that people or families tell one another. Asian American families have many favorite folktales.

BEHAVIORAL OBJECTIVE(S): Seventy-five percent of the children will be able to:

1) Tell a favorite familiar tale in their own words.

2) Re-tell an Asian folktale in their own words.

TEACHING PROCEDURE(S):

1) Read (or tell) a well known story to the class. (The Three Little Pigs, The Three Bears, The Gingerbread Man, etc.).

   - Have you heard this story before?
   - Who told it to you?
   - Do you have a favorite story?
   - Where did you learn that story?

2) Have the children dramatize a favorite story.

3) Read (or tell) the Japanese folktale, Why The Red Elf Cried.

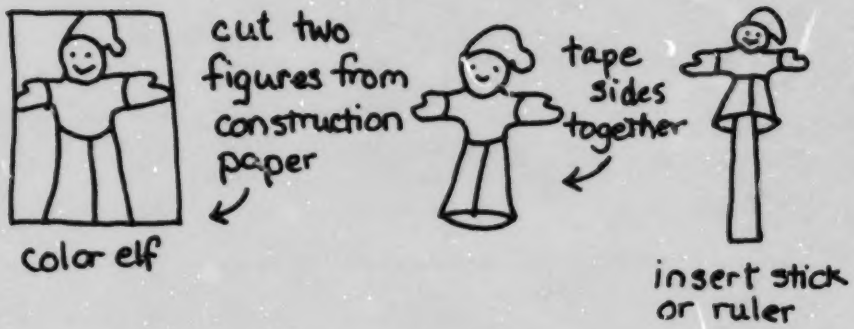
   - How did you feel when the blue elf helped his friend?
   - How do you think the red elf felt at the end of the story?

4) Show pictures of family members telling stories to children. (Available from the Asian American Resource Center or magazines).

   - What are these people doing?
   - Why The Red Elf Cried is a Japanese folktale. Some Japanese American children may be familiar with this story. They may hear it from their parents or grandparents just as these pictures show.

TEACHING PROCEDURE(S):

5) Have children make stick puppets of the characters in the Red Elf story.



Children can stage a puppet show.

Supplementary Activities

- Show another Japanese American folktale in filmstrip form.
- Have an Asian American resource person tell a story from his/her ethnic heritage.
- Read other Asian American folktales--discuss which Asian American group might be most familiar with each story.

RESOURCES AND MATERIAL(S):

- "Why The Red Elf Cried," Urashima Taro and Other Japanese Children's Stories, Florence Sakade, Charles E. Tuttle, Rutland, 1976.
- Fairy Tales from Vietnam, D. L. Robertson (Ed.), Dodd, Mead & Co., New York, 1971.
- Fairy Tales from the Philippines, D. L. Robertson (Ed.), Dodd, Mead & Co., New York, 1971.
- Hawaiian Tales of Heroes and Champions, V. L. Thompson, Holiday House, New York, 1971.
- "Japanese Stories of Magic," (6 sound filmstrips), Coronet Media, Chicago, 1976.

NAME: Michael Donnelly SCHOOL: Webster Magnet Elementary

SUBJECT: Language Arts, Folktales GRADE LEVEL: 4

TITLE OF LESSON: Folktales From Japan

KEY CONCEPT(S): Cultural heritage
Similarities and differences

GENERALIZATION(S): Folktales may show the similarities of feelings and needs between all people, yet may reflect the cultural uniqueness of their origin.

BEHAVIORAL OBJECTIVE(S):

All students will discuss their feelings about one of the Japanese folktales and compare it to other folktales.

TEACHING PROCEDURE(S):

1) Introduce folktales by a well-known tale, (e. g. Jack and The Beanstalk). Talk about feelings in the story.

   - How did you feel when the giant was chasing Jack?
   - What feelings do you think little children might have as they listen to this story? (Surprise, excitement, fright, relief).

2) Show filmstrip of Japanese folktale, and discuss the feelings evoked from listening to it.

   - What kinds of feelings do you think children might have listening to this story? (Surprise, excitement, etc.).
   - Are the feelings similar between listening to Jack and the Beanstalk, and the Japanese folktale?
   - What are some of the differences between the two stories? (Location, characters' names, clothing, plot).

Although the feelings one has may be the same while listening to these two stories, the cultural aspects of the tales make each unique.

Supplement
Have another folktale from another ethnic group read. Compare the story to the other two.

RESOURCES AND MATERIAL(S):

- "Tales From Japan," Coronet Instructional Media, Chicago, 1976. (Filmstrip set)
- Book of folktales including Jack and The Beanstalk.

NAME: Ruth Weinberg SCHOOL: Riverview Elementary

SUBJECT: Social Studies GRADE LEVEL: K

TITLE OF LESSON: Asian American Toys and Games

KEY CONCEPT(S): Contributions

GENERALIZATION(S): Children in the United States play with many objects from various cultural backgrounds.

BEHAVIORAL OBJECTIVE(S): All children will be able to identify three Asian American toys or games.

TEACHING PROCEDURE(S):

1) Discussion.
   - What's your favorite toy or game?
2) Show a couple of dolls from the Asian American Resource Center.
   - Some Asian American children may have dolls in their house reflecting their cultural heritage. Explain the heritage of each doll.
3) Demonstrate the making of a "Buun-Buun." (East/West Activities Kit).
4) Have students make their own.
5) Pass out Bingo Game boards, and discuss the objects before playing.
   - Yut is a Korean game.
     What game are you familiar with?
   - Sipa is a Pilipino game.
     What game do you know that is similar?

RESOURCES AND MATERIAL(S):

- Asian American Bingo Game. (See Supplementary Materials Section).
- Dolls from Asian American Resource Center.
- East/West Activity Kit, Visual Communications, Los Angeles, 1972.

NAME: Dave Woodbeck SCHOOL: Highwood Hills Elementary

SUBJECT: Social Studies GRADE LEVEL: 4-6

TITLE OF LESSON: Kites

KEY CONCEPT(S): Differences, contributions

GENERALIZATION(S): Many objects we use have Asian origins, i. e., kites.

BEHAVIORAL OBJECTIVE(S): Through instruction and discussion, seventy percent of the class will design and construct a kite.

TEACHING PROCEDURE(S):

1) Using David F. Jue's book, Chinese Kites, discuss the origin and use of kites.

2) Pass out instructions on how to construct a simple kite from Chinese Kites, or Kite Craft.

3) If possible, show pictures and slides of kites.

4) Students will build and paint the kites.

RESOURCES AND MATERIAL(S):

- Games of The World, Frederic V. Grunfeld (Ed.), Holt, Rinehart, and Winston, New York, 1975.
- Kite Craft, Lee Scott Newman and Jay H. Newman, Crown Publishers, New York, 1974.
- Chinese Kites, David F. Jue, Charles Tuttle Co., Rutland, 1974.
- Materials for kites
  - Paper
  - Light dowels
  - Glue
  - String
  - Paint

NAME: Lora Allen

SCHOOL: Phalen Lake Elementary

SUBJECT: Art

GRADE LEVEL: 2

TITLE OF LESSON: Kites

KEY CONCEPT(S): Contributions

GENERALIZATION(S): Different ethnic groups in America have contributed many of their art forms and other objects for all Americans to share.

BEHAVIORAL OBJECTIVE(S):

1) Seventy-five percent of the class will be able to name three uses of kites in China.

2) The students will develop hand-eye coördination by making a kite.

TEACHING PROCEDURE(S):

1) Read pages 10-23 in Chinese Kites.

   . Name three uses of kites in China.

      a) Fishing
      b) Scarecrows
      c) Kite fights

2) View filmstrip, "Chinese New Year-Japanese Kite Flying Celebration."

   . The Japanese sometimes fly kites that look like carps on Children's Day, May 5th. Many Japanese Americans have carp kites also.

   . Korean Americans may also fly kites as Koreans do. In Korea, kites (yun) are often flown on New Year's Day.

3) Pass out materials necessary to construct kites. Display the finished kites.

RESOURCES AND MATERIAL(S):

. Chinese Kites, David Jue, Charles E. Tuttle, Rutland, 1974.

. "Chinese New Year-Japanese Kite Flying Celebration," Asian American Heritage Living Experiences, Eye Gate Media, 1976.

. Material needed to construct kites, (paper, string, glue, tape, scissors, etc.).

NAME: Lora Allen

SCHOOL: Phalen Lake Elementary

SUBJECT: Math

GRADE LEVEL: 2

TITLE OF LESSON: Kites

KEY CONCEPT(S): Contributions

GENERALIZATION(S): Asian contributions can be used to practice number sequences.

Different ethnic groups in America have contributed many of their art forms and other objects for all Americans to share.

BEHAVIORAL OBJECTIVE(S):

1) Students will be able to count from 1-65.

2) Students will become aware of an Asian artifact/ contribution.

TEACHING PROCEDURE(S):

1) Pass out dot-to-dot sheets.

2) Have students connect the dots in the correct numerical order.

3) What have you drawn? (Kite)

4) Identify the object, and explain its use.

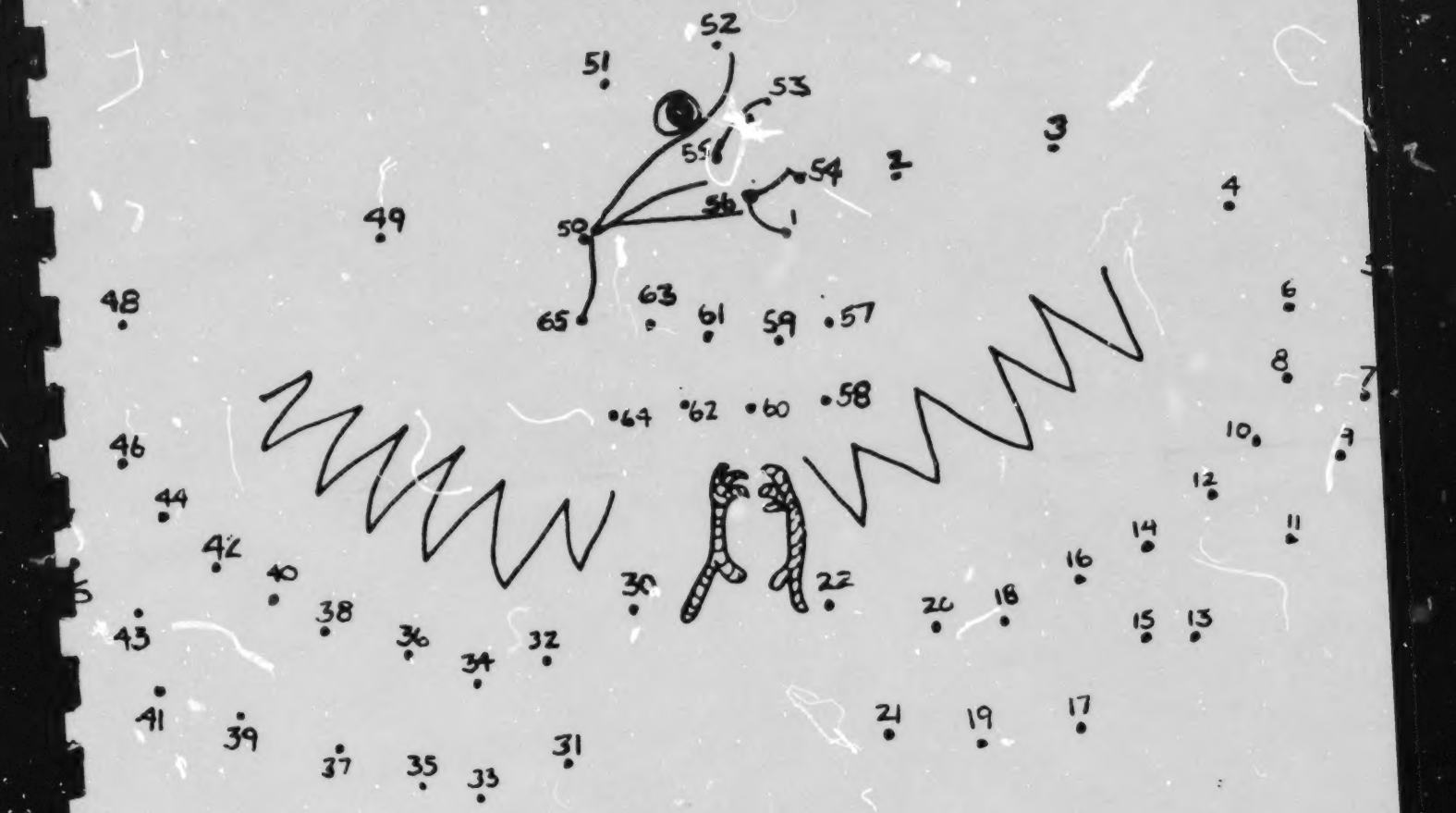
   . Kites originated in China over 2,000 years ago. They were used for many things. Read pages 10-12 on the history of kites in Chinese Kites.

5) Have students color their parrot kites.

RESOURCES AND MATERIAL(S):

. Chinese Kites, D. Jue, Charles E. Tuttle, Rutland, 1974.

. Dot-to-dot math sheet.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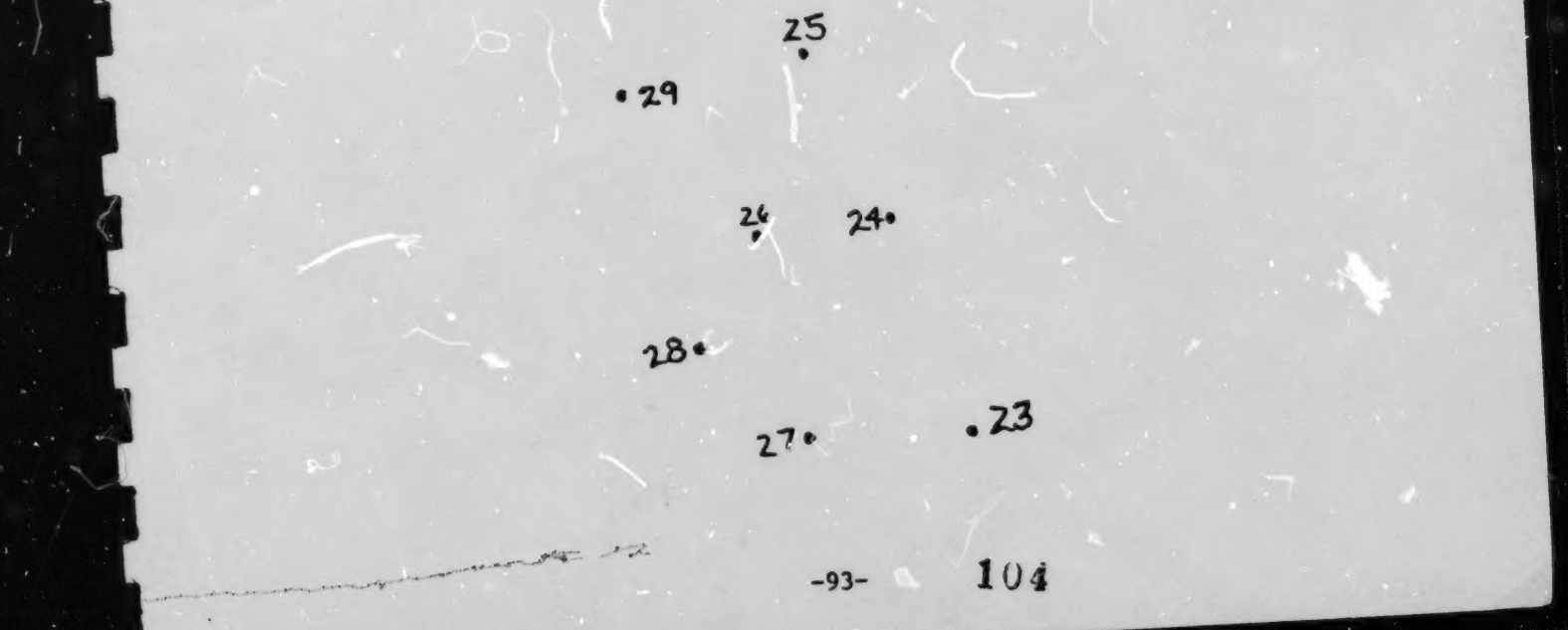
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NAME: Sister Bernadette Newton SCHOOL: Holy Spirit Elementary

SUBJECT: Social Studies GRADE LEVEL: 3

TITLE OF LESSON: "Julie's Report"

KEY CONCEPT(S): Contributions

GENERALIZATION(S): The U. S. is composed of many different ethnic groups. The contributions from all these groups help build America.

BEHAVIORAL OBJECTIVE(S):

1) Sixty percent of the children will be able to list two major contributions the Chinese Americans made in America.

2) Children will be able to list a contribution of their own ethnic group (or another non-Asian American group) made to the U. S.

TEACHING PROCEDURE(S):

1) Refer to globe and review location of U. S., Japan, China, and Europe.

   . Ask children if they know where their ancestors were from? (Have children check with parents).

2) Discuss briefly how America is still growing and how many people from other countries helped it form. The immigrants to this country are contributing to America.

3) List contributions made by their ancestors to the development of the U. S. (Do later if children need time to talk to parents).

4) Introduce filmstrip as one Chinese American family's contributions to America. Not all Chinese Americans share Julie's history.

5) Show "Julie's Report."

6) Post Discussion

   . Why was it difficult for Julie to do her report?

   . What contributions have Chinese Americans made to our country?

   . What contributions have other Americans made to this country?

   . What value is there in knowing about one's ancestors?

RESOURCES AND MATERIAL(S):

- "Julie's Report," Understanding Chinese Americans, The Association of Chinese Teachers, San Francisco, 1976.

NAME: Jerine Peterson SCHOOL: Highwood Hills Elementary

SUBJECT: Social Studies GRADE LEVEL: 4-6

TITLE OF LESSON: The Contributions of Asian Americans

KEY CONCEPT(S): Contributions

GENERALIZATION(S): The cultural heritage of the Asian Americans has influenced many aspects of our lives in America.

BEHAVIORAL OBJECTIVE(S): Eighty percent of the class will be able to list four ways in which the Asian American cultural heritage has contributed to American lifestyles.

TEACHING PROCEDURE(S):

Day I

1) Have students bring Asian artifacts from home and set up a display area.

2) Bamboo is a plant that grows in many Asian countries.

- List the number of things that can be made from bamboo. (Chairs, baskets, screens, trays, etc.).
- Explain how many Asian Americans have artifacts in their homes that are made of bamboo. (Tea strainer, rice paddle, baskets, etc.).

3) Another aspect of the Asian American cultural heritage is the food.

- Tea is a common drink among many Asian Americans. Tea is made from leaves of various plants that grow in Asian countries. Can tea be found in America?

- Rice is a food that many Asian Americans share. Rice grows in Asian countries and is used in a variety of ways.

  If possible, show examples of the various forms of rice. (Popped rice, rice powder, rice paper, pounded rice (mochi), cooked rice). These items can be found in an Asian food store. Can rice be found in America? What forms of rice are you familiar with? (Popped)

4) Some Asian American cooking utensils are used by many people in the United States.

- What is a wok? (Show example).
  A wok is a Chinese pot or pan and is rounded on the bottom.

TEACHING PROCEDURE(S):

- Does anyone have a wok at home or know someone who has one?
- Use the Asian American Culture Box to describe other household items. Compare the Asian American objects with objects the students may be more familiar with (e. g. zori = thongs, chopsticks = forks).

Day II

1) View filmstrip, "Arts and Crafts of Japan."

   - Does anyone have similar art in their homes?

2) Have students try sumi-e brush stroke painting. Use Sumi-e In Three Weeks for examples of brush strokes.

3) Read the kite poster card (from the Asian American Culture Box) explaining the origin of kites.

   - Does anyone have a kite?
   - Have you seen kites like the ones on this card in stores here? (Yes)
   - What were kites originally used for in Asian countries?

4) Have students list four areas where evidence of the Asian American heritage can be found.

Supplementary Activities

- Make fried rice in a wok.
- Visit an Asian food store.
- Make a kite.
- Make a sumi-e painting.

RESOURCES AND MATERIAL(S):

- "Arts and Crafts of Japan," Encore Films, Burbank, 1972.
- Sumi-e In Three Weeks, S. Yamada, Japan Publications, San Francisco, 1966.
- Asian American Culture Box, from the Asian American Resource Center.
- Brush and paint for sumi-e painting.
- Asian Cookbook for Juniors and Beginners, Kay Shimizu, Shufunotomo Company, Tokyo, 1974.

NAME: Rochelle Rattler SCHOOL: Hancock Elementary

SUBJECT: Reading/Home Economics GRADE LEVEL: 2-3

TITLE OF LESSON: Learning How To Use Asian American Artifacts

KEY CONCEPT(S): Differences, traditions

GENERALIZATION(S): Some Asian Americans and other Americans use cooking utensils from Asia.

BEHAVIORAL OBJECTIVE(S):

1) At the end of the lesson, 75% of the students will be able to eat their prepared meal with chopsticks.

2) Students will be able to identify the Asian cooking utensils used in their project.

TEACHING PROCEDURE(S):

1) Show wok and its accessories. Discuss the similarities and differences between the wok and other pots.

2) The class (and teacher) will prepare Ramen noodle soup, an instant Asian soup, using the wok.

3) After cooking, pass out chopsticks and explain their use.

4) Eat!

RESOURCES AND MATERIALS:

- Wok and accessories
- Ramen soup packages
- Disposable chopsticks
- Cups for soup
- Soy sauce
- Extra ingredients for soup

NAME: Rochelle Rattler SCHOOL: Hancock Elementary

SUBJECT: Reading GRADE LEVEL: 2-3

TITLE OF LESSON: Learning About Asian Americans By Playing Bingo

KEY CONCEPT(S): Differences, contributions

GENERALIZATION(S): There are many objects around us which reflect certain cultures. Asian Americans use many objects which reflect their ethnic heritage.

BEHAVIORAL OBJECTIVE(S):

Eighty percent of the class will be able to describe the use of two artifacts identified in the "Bingo Game."

TEACHING PROCEDURE(S):

1) Pass out one Asian American Bingo Game board to each child along with several chips.

2) Review objects pictured on board. Discuss similarities and differences between the uses of the objects.

3) Teacher will call the artifact by name and the students will mark the object on their individual boards.

4) If a student fills the whole card and yells "Bingo," he/she must describe the use of two of the covered pictures to claim the prize.

Supplement:
Students can make their own bingo cards and discuss the objects they put on their board.

RESOURCES AND MATERIALS:

- Asian American Bingo Game
  Thirty boards with nine different objects, both Asian and non-Asian (in Supplementary Materials Section).
- Small prize for winner.

NAME: Michele Lundberg SCHOOL: Roosevelt Elementary

SUBJECT: Home Economics GRADE LEVEL: 3

TITLE OF LESSON: Bean Sprouts

KEY CONCEPT(S): Contribution

GENERALIZATION(S): Many ethnic groups in America use different foods to prepare their unique dishes.

BEHAVIORAL OBJECTIVE(S):

1) Students will be able to plant and grow bean sprouts.

2) Students will be able to make a Chinese American dish using bean sprouts.

TEACHING OBJECTIVE(S):

1) What are bean sprouts?

2) Pass out recipe of Egg Fu Yung.

   . Many Chinese Americans prepare this dish in the United States. Bean sprouts are used in this recipe.

3) Show students mung beans. (These beans can be found in health food stores or coöps).

4) Give each student a styrofoam cup and a tablespoon of mung beans. Cover the beans with a little water, (just enough to moisten them), and cover the cups with a piece of paper. Let the cups sit in a dark space for a week or until the shoots grow.

5) Soak bean sprouts until the hulls wash out. Drain and store in the refrigerator.

6) Make Egg Fu Yung at school or give each student a recipe to try at home.

RESOURCES AND MATERIAL(S):

. Mung beans

. Water, styrofoam cups, bowl, colander

. Egg Fu Yung recipe

EGG FU YUNG (VEGETARIAN)

t. = tsp.
T. = tbsp.

3/4 C. Celery slivered

3/4 C. Mushrooms sliced

1-2 C. Bean sprouts

5 Eggs beaten

1 t. Salt

1 t. Cornstarch

1 t. Soy sauce

Oil for frying

Combine ingredients and blend thoroughly. Heat 2 T. oil in skillet and fry mixture in small patties. When lightly browned, turn over and brown other side. Serve while hot.

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NAME: Mary Holland

SCHOOL: Hill Elementary

SUBJECT: Home Economics

GRADE LEVEL: 3

TITLE OF LESSON: Asian American Cooking

KEY CONCEPT(S): Differences/Similarities

GENERALIZATION(S): All people do not eat the same kind of food.

BEHAVIORAL OBJECTIVE(S):

1) All students will list two kinds of traditional Asian foods.

2) All students will help prepare two kinds of traditional Asian food.

3) All students will recognize and use authentic Asian cooking utensils and chopsticks to eat with.

TEACHING PROCEDURE(S):

1) Class will be divided into two groups. (A & B).

2) A group prepares fried rice with an adult leader.
B group prepares shrimp chips with an adult leader.

3) Teacher will show traditional Asian cooking utensils and explain their use.

4) Class will list traditional Asian foods they've eaten.

5) Divide into proper groups and begin preparation of recipes.

6) When food is finished, class (hopefully) will eat end products.

7) Discuss the variations of foods we all eat. (Matzo, curry rice, wonton, etc.).

RESOURCES AND MATERIAL(S):

- Recipe for chicken fried rice
- Ingredients for recipe
- Shrimp chips (found at Asian food stores).
- Cooking oil
- Wok
- Pot

RESOURCES AND
MATERIAL(S):

- Cooking utensils
- Chopsticks

CHICKEN FRIED RICE (Serves 6)

1 Tbs. butter
2 Cloves garlic (minced)
¼ C. Soy sauce (avoid La Choy brand)
1 Boullion cube (chicken)
½-⅔ C. Water
¼ C. Chopped onion
½-1 C. Chopped mushroom, green peper, celery, or carrots, in any combination
3 C. Cooked white rice
(Opt., ½-1 C. cooked, chopped chicken)

Saute' onions and vegetables in butter over medium heat. Add soy sauce, boullion cube, water, and garlic, stir until boullion dissolves. Add cooked rice and chicken pieces. Cook until rice is warmed up.

NAME: Lorraine Neal SCHOOL: North End Elementary

SUBJECT: Math GRADE LEVEL: 5

TITLE OF LESSON: Ramen - Asian Instant Soup

KEY CONCEPT(S): Contributions, similarities

GENERALIZATION(S): A variety of foods can be identified with different ethnic groups in America.

BEHAVIORAL OBJECTIVE(S):

1) Ninety percent of the class will be able to identify Ramen as an Asian soup.

2) The students will be able to make Ramen in a wok and use chopsticks.

3) The students will be able to compute the necessary budget for purchasing enough Ramen to feed the class.

TEACHING PROCEDURE(S):

Day I

1) Discussion

- What types of ethnic foods have you had?
- For what ethnic group did they originate?

Tacos (Mexican)	Cornbread (Black)
Spaghetti (Italian)	Sweet & Sour Pork (Chinese)
Baklava (Greek)	Crepes (French)
Lefsa (Norwegian)	Teriyaki Steak (Japanese)

2) What types of instant foods are you aware of? (Powdered drinks, soup, pancakes, cakes, etc.).

3) What kinds of instant soups are there? (Bouillon, cup-a-soup).

4) Describe Ramen as an Asian American contribution. Show package.

5) Pass out activity sheets on the necessary cost and time preparation for the Ramen.

6) Describe and show what will be used in the preparation of the Ramen the following day.

Wok--a rounded pan used by many Chinese Americans. Some woks have accessories such as the steamer, wooden utensils, and scrub brush.

TEACHING PROCEDURE(S):

Chopsticks--(show Chinese and Japanese chopsticks if possible).
Chinese chopsticks are generally larger than Japanese chopsticks. They are squared at the top and blunt at the bottom. Japanese chopsticks taper to a point at the end.

2) Have students practice using disposable chopsticks.

The bottom stick should be stationary and should rest at the base of the thumb. The top stick should be held by the top of the thumb, the bent index finger and the middle finger.

Day II

1) Show the wok and its accessories to the class.

2) Explain the cooking procedures of Ramen and begin cooking.

RESOURCES AND MATERIAL(S):

- Ramen soup packages.
- Wok
- Disposable cups and chopsticks.
- Activity sheets on Ramen.

Name:

Ramen Soup Budget

① There are _____ students in this class.

② Each package of Ramen costs 30 ¢ and will serve about 4 people.

③ How many packages of Ramen does this class need?

④ How much would it cost?

⑤ Two cups of water are needed to cook one package of Ramen. How many cups of water would be needed to make enough soup for the class?

NAME: Sister Susan Smith SCHOOL: Holy Spirit Elementary

SUBJECT: Reading - Language Arts GRADE LEVEL: 2

TITLE OF LESSON: Contributions of Asian American People

KEY CONCEPT(S): Contributions

GENERALIZATION(S): Many objects we use and enjoy in America are contributions of ethnic groups.

BEHAVIORAL OBJECTIVE(S):

1) Given examples of Asian cooking utensils and artifacts, the class will be able to identify these contributions as Asian American.

2) By process of comparison, eighty percent of the class will be able to match four Asian American objects to objects that are similar in use.

TEACHING PROCEDURE(S):

1) What objects can be found in your kitchen? (Utensils, pots, pans, etc.).

2) Name some recreational objects. (Cards, baseball bat, frisbee, kites, etc.).

3) Show pictures from the "Chinatown" filmstrip in which the Yangs are seen using some Asian American objects.

   - How is this Asian American object used?
   - What is its purpose?
   - Can you name an object with similar use?

4) Play the Asian American Bingo Game. Review the objects on the boards by comparing the similarities and differences between the Asian American objects and non-Asian objects.

5) Ask students to list four Asian American objects and non-Asian counterparts. (e. g. chopsticks/fork, tea strainer/tea bag, etc.).

Supplementary Activity

Using some of these learned Asian American utensils, cook an Asian American meal.

RESOURCES AND MATERIAL(S)

- Asian American Bingo Game (from the Asian American Resource Center).
- Asian Cookbook for Juniors and Beginners, Kay Shimizu, Shufunotomo Co., Tokyo, 1974.

NAME: Michele Lundberg SCHOOL: Roosevelt Elementary

SUBJECT: Social Studies/Movement GRADE LEVEL: 3

TITLE OF LESSON: Music and Dance of the Hawaiians

KEY CONCEPT(S): Ethnic dances

GENERALIZATION(S): Many ethnic groups in America have their own traditional music and dances.

BEHAVIORAL OBJECTIVE(S):

1) Students will be able to identify two Hawaiian hula instruments.

2) Students will learn a Hawaiian song, and its hula motions.

3) Students will recognize the importance of the music and dance to the culture (not merely as entertainment for tourists).

TEACHING PROCEDURE(S):

1) Describe the hula traditions of Hawaii to the class.

   . Most of the musical instruments made by early Hawaiians were used for hula dancing. Hula dancing is a form of communication. Often a hula dance tells a story or a poem by the movements of the dancers. At many festive Hawaiian occasions, the hula is performed.

2) Show the class the pictures of the Ka La'au (hula sticks), and the Ili Ili (hula stones) from Things Hawaiian. Read the short descriptions of these instruments on pages 2-3. Explain to the class that gourds are also used as musical instruments.

3) Teach the words to "Eight Islands," from Children's Songs From Hawaii.

   . Practice the corresponding hula movements described on the next page.

Supplementary Activity

Learn a hula from "Folk Songs of Our Pacific Neighbors."

RESOURCES AND MATERIAL(S):

. Things Hawaiian, Lehua Choo, Ethnic Resource Center for the Pacific, Honolulu.

. Children's Songs From Hawaii, Carol Roes, Mele Loke Publishing, Honolulu, 1966.

. "Folk Songs of Our Pacific Neighbors," (record) Bowmar Records, Glendale.

NAME: Mary Holland SCHOOL: Hill Elementary

SUBJECT: Music GRADE LEVEL: 6

TITLE OF LESSON: Gamelan Music of Indonesia, Java, and Bali

KEY CONCEPT(S): Differences

GENERALIZATION(S): Some music may sound different to us if it uses unfamiliar musical instruments.

BEHAVIORAL OBJECTIVE(S):

1) Seventy-five percent of the students will be able to identify names of two Javanese instruments, and name two differences from instruments they are familiar with.

2) All students will be able to play Gamelan music on school instruments.

TEACHING PROCEDURE(S):

1) Locate Bali, Java and other Indonesian islands on map.

2) Describe Gamelan music, stressing that music sounds different to people who are unfamiliar with the instruments being used. Just as "foreign" languages sound different, so does some music. No one is better than the other.

3) Describe Gamelan instruments and similarities to other instruments.

4) If possible, have students listen to Gamelan music.

5) Assign each student an instrument and part. Review their pieces.

6) Play together.

RESOURCES AND MATERIAL(S):

- Descriptions of Gamelan music
- Glockenspiel (alto and soprano)
- Tone bells and xylophone
- Gong and cymbals
- Chalkboard
- Music
- "Teaching Indonesian Gamelan Music," William A. Anderson, Music of Education Magazine, 1973.

A BRIEF DESCRIPTION OF INDONESIAN GAMELAN MUSIC

Indonesians have a rich tradition of vocal and instrumental music. Gamelan is one type of music that is played by ensembles of instruments.

Traditionally, gamelan is composed of pitched metal percussion instruments and gongs. In addition, some ensembles contain a flute, several stringed instruments and drums.

Performances by gamelan have been part of Indonesian puppet plays, dance dramas, weddings, festivals, and other occasions.

Urban gamelan orchestras possess high quality instruments made of bronze and gold inlaid designs while village gamelan have fewer and less costly instruments.

Since gamelan instruments are hand-crafted and expensive to obtain, instruments found in schools can be substituted.

The following list shows Javanese instruments and their classroom substitutions.

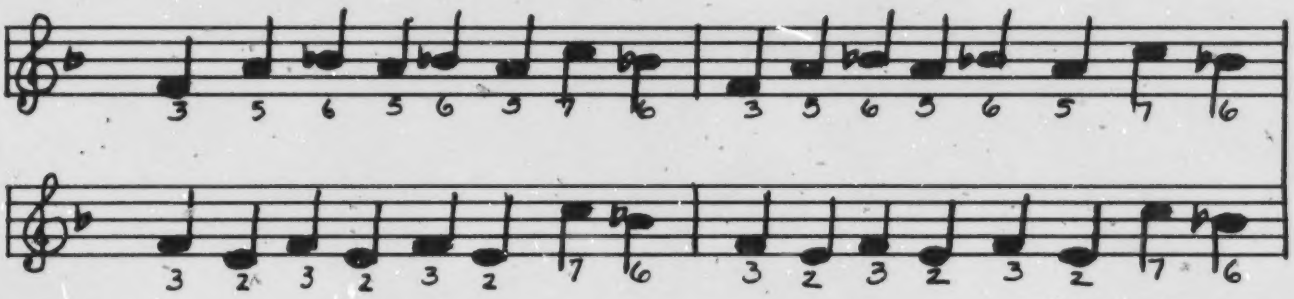
Javanese Instruments	Classroom Instruments
Saron Barung	Alto Glockenspiel
Saron Demung	Alto Glockenspiel
Slentum	Alto or Bass Metallophone
Gong Ageng	Large Vertically Suspended Gong
Kenong	Three Gongs Suspended Horizontally On Pasteboard-Box Frame
Kempul	Three Vertically Suspended Gongs
Ketuk	One Gong Suspended Horizontally On Pasteboard-Box Frames
Peking	Soprano Glockenspiel
Gender	Alto or Soprano Glockenspiel
Bonang	Resonator Bells With Construction-Paper Discs
Gambang Kayu	Xylophone
Kendang	Barrel-Shaped Congo Drum

PLAYING A SIMPLIFIED VERSION OF GAMELAN MUSIC (Javanese Tradition)

There are three basic parts to playing Javanese Gamelan music: 1) The principal melody; 2) the rhythmic framework; and 3) the embellishments.

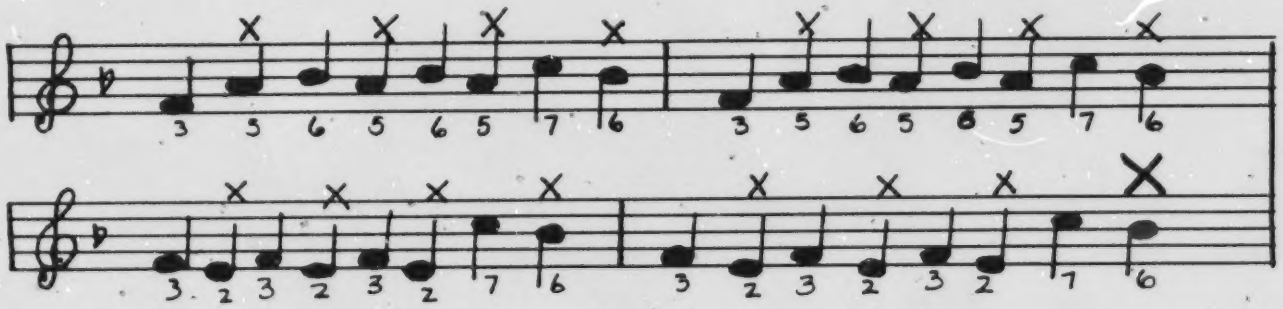
The Principal Melody

The principal melody is the fundamental element of gamelan music and serves as the foundation for the other two instrumental parts. The melody is generally played by three instruments, the saron barung, the saron demung, and the slentum. For the classroom, Orff glockenspiels and metallophones serve as substitutes.



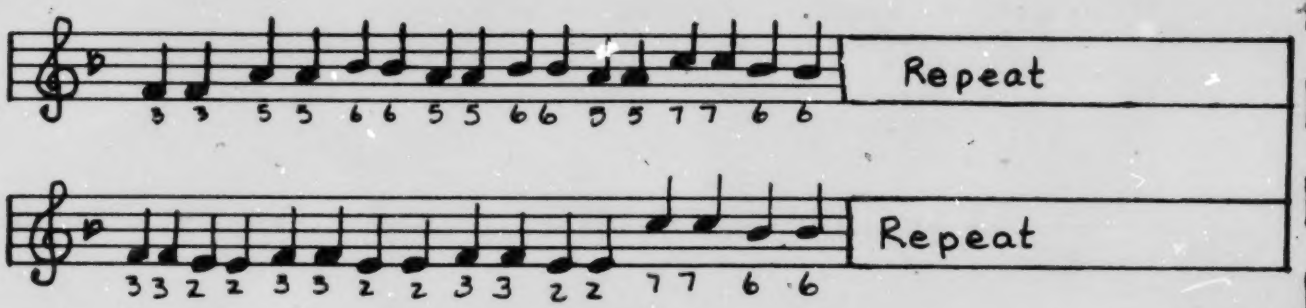
The Rhythmic Framework

A series of gongs creates the rhythmic background for gamelan music. These gongs are sounded at various points in the principal melody. At the end of a principal melody phrase, the largest gong is sounded. A large gong can be used for the end while small cymbals can be used for the intermediate gongs. (Kenong)



The Embellishments

The embellishing instruments of Gamelan music elaborate on the principal melody in several ways. One of the most common simple techniques is that of repeating each tone of the principal melody. The xylophone can serve as a substitute.



Performing Gamelan Music

The principal melody should be placed on the blackboard in the Javanese number notation. The melody is to be repeated over and over in a steady rhythm of equal time value by the glockenspiels and tone bells.

Mark X's over the notes where the rhythmic instruments are to sound. A big X marks the place for the gong sound at the end.

The embellishing xylophones should play two notes for each one in the principal melody.

NAME: Mary Holland SCHOOL: Hill Elementary

SUBJECT: Music GRADE LEVEL: 4-6

TITLE OF LESSON: Asian Musical Instruments

KEY CONCEPT(S): Similarities/Differences

GENERALIZATION(S): Some music may sound different to us if it uses an unfamiliar scale system or musical instruments.

BEHAVIORAL OBJECTIVE(S):

1) Eighty-five percent of the students will be able to visually distinguish Asian instruments from familiar orchestral instruments.

2) Seventy-five percent of the students will be able to list two Asian instruments similar to orchestral instruments.

3) Seventy-five percent of the students will be able to describe two of the Asian instruments.

TEACHING PROCEDURE(S):

1) Show pictures of orchestral instruments and have class identify them.

2) Show pictures of Asian instruments and ask class if they have ever seen them before.

3) Identify each Asian instrument by name, and write it on board having class repeat name and spell it.

4) Play short examples of each instrument from side 2 of "Marn-Ling and the Chinese Musical Instruments."

5) Have class identify two or more instruments that look similar to familiar instruments.

6) Play several examples of instruments (mix them up). Class will identify on paper which instruments they are.

7) Have resource person perform on an Asian instrument.

RESOURCES AND MATERIAL(S):

. "Marn-Ling and The Chinese Musical Instruments," Margaret Young Pang, International Telecomm Incorporated, 1972. (Has pictures of Asian instruments).

. Record of other instruments:
"Instruments of the Orchestra," National Symphony Orchestra, Howard Mitchell (Conductor), RCA Victor Records, 1962.

RESOURCES AND MATERIAL(S):

. Pictures of Asian and non-Asian instruments.

. Chalkboard and paper.

NAME: Mary Holland SCHOOL: Hill Elementary

SUBJECT: Music GRADE LEVEL: 1-3

TITLE OF LESSON: Asian American Instruments

KEY CONCEPT(S): Similarities/Differences

GENERALIZATION(S): There are many different kinds of musical instruments. Some Asian Americans play instruments that are a part of their Asian heritage.

BEHAVIORAL OBJECTIVE(S):

1) Seventy-five percent of the students will be able to visually distinguish Asian instruments from standard orchestral instruments.

2) Seventy-five percent of the students will be able to recognize names of Asian instruments.

3) Students will list two Asian instruments that look similar to orchestral instruments they are familiar with.

TEACHING PROCEDURE(S):

1) Show pictures of familiar instruments and ask class to identify them. (e. g. violin, harp, guitar, flute).

2) Show pictures of Asian instruments and give the name of each one. Write them on the board and have the class repeat the name.

3) Listen to the record, "Marn-Ling and the Chinese Musical Instruments," (Side 1) showing pictures when instruments are mentioned.

4) Children will name non-Asian and Asian instruments that are similar in sound or shape.

5) Mix pictures up and have children identify on paper those instruments that are Asian.

6) If possible, have a resource person visit classroom.

RESOURCES AND MATERIAL(S):

- Pictures of familiar instruments.
- Pictures of Asian instruments from record "Marn-Ling and the Chinese Musical Instruments," Margaret Young Tang, International Telecomm Incorporated, 1972.
- Resource person

NAME: Sister Susan Smith SCHOOL: Holy Spirit Elementary

SUBJECT: Reading - Language Arts GRADE LEVEL: 2

TITLE OF LESSON: Asian American Language

KEY CONCEPT(S): Differences/Similarities
Communication

GENERALIZATION(S): Some families speak more than one language in the home.

BEHAVIORAL OBJECTIVE(S):

By viewing of filmstrips and tapes, the class will become aware that in some families more than one language is spoken.

Eighty percent of the class will be able to write at least three Chinese words and their meanings.

TEACHING PROCEDURE(S):

1) Talk about the different languages spoken in the United States.

   - Does any student speak or know someone who speaks a second language? (Non-English) Grandparents?

2) If the students have not seen a filmstrip involving an Asian American family, show "Getting To Know Carol Low."

   - Is there evidence of another language spoken in this family?
   - What language?
   - What value is there in knowing another language?

3) List some words in Chinese for the students to copy. Explain to the class that all Chinese Americans do not necessarily speak Chinese and that there are different dialects in the Chinese language.

English	Mandarin Chinese
House	JYA
Up	SHANG
Down	SYA
Center	JUNG
Water	SHWEI
Rain	YU

4) If some students also speak another language share parts of that language with the class.

TEACHING PROCEDURE(S):

Example:

English	Norwegian
House	HUS
Up	OPP
Down	NED
Center	MIDTEN
Water	VATN
	VANN
Rain	REGN

Supplementary Activities

- Have a resource person come and teach the class a few Chinese characters and their meanings.
- Learn a song in Chinese (from The Chinese Cultural Resource Book).
- Discuss bilingualism and its effects on some children. View "My Friend, Roland Chan " and discuss the difficulties Roland faces.

RESOURCES AND MATERIAL(S):

- Chinese Cultural Resource Book, Irene Kwok, National Assessment & Dissemination Center, Fall River, 1976.
- Chinese Writing, An Introduction, Diane Wolff, Holt, Rinehart & Winston, New York, 1975.
- "Getting To Know Carol Low" and "My Friend, Roland Chan," Understanding Chinese Americans, The Association of Chinese Teachers, San Francisco, 1977.

NAME: LaVon Jalonack SCHOOL: Maxfield Elementary

SUBJECT: Math GRADE LEVEL: 3

TITLE OF LESSON: Japanese Characters For 1-10

KEY CONCEPT(S): Differences

GENERALIZATION(S): Writing is one form of communication. Some Japanese American children learn how to write in Japanese, which is part of their cultural heritage.

BEHAVIORAL OBJECTIVE(S):

1) Ninety per cent of the class will be able to write the Japanese characters for the numbers 1-10.

2) Students will be able to recognize that some Japanese Americans learn how to write and speak Japanese.

3) Students will become familiar with Daruma-san.

4) Students will be able to compute simple problems using the Japanese characters.

TEACHING PROCEDURE(S):

1) Introduce "Daruma-San" activity from Rainbow Activities by a discussion of good luck charms. (Does anyone have a good luck piece?). Explain who Daruma-san was and from which Asian American heritage it originated. Have students draw Daruma, and leave the eyes blank. (See p. 53 of Rainbow Activities Book for complete instructions).

2) Pass out worksheets involving how to write the Japanese characters for numbers 1-10. (See supplementary materials section). Go over numbers and pronunciation before doing worksheets.

3) Assemble number wheels, and have students write the Japanese characters and Arabic numerals 1-10 in blanks.

4) Pass out activity sheet involving the use of Japanese characters in simple math problems.

5) Review as a class; put answers on board.

6) Color eyes of their Daruma-san when they have successfully answered the problems.

Supplementary Activity

Have a resource person demonstrate Japanese or Chinese calligraphy.

RESOURCES AND MATERIAL(S):

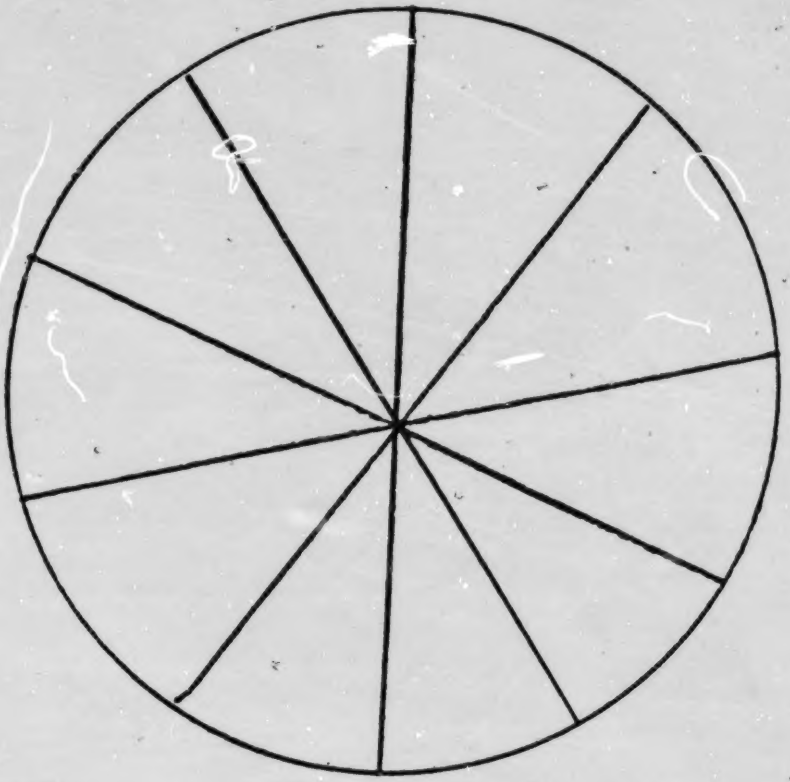
- Rainbow Activities Book, Ethnic Cultural Heritage Program, Creative Teaching Press, South El Monte, CA, 1977.
- Japanese character worksheets (in Supplementary Materials section).
- Daruma-san color sheets and number wheel.
- Math worksheets.

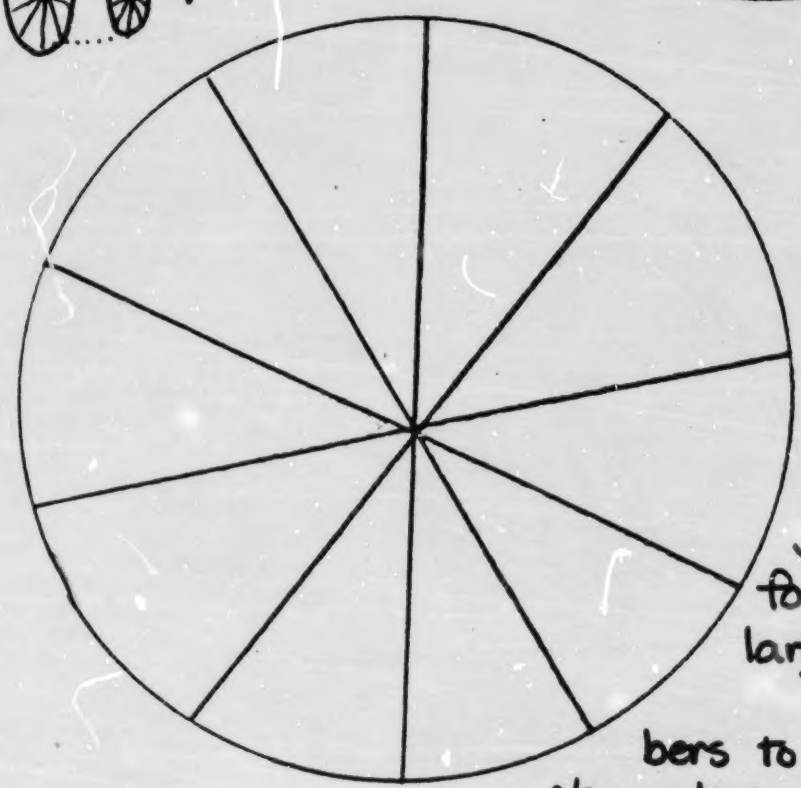
Daruma-san

Name _____

Make A Number Wheel

① Cut out one small wheel and one large wheel. Place a brad in the center of the small wheel and attach them both to the center of the big wheel.

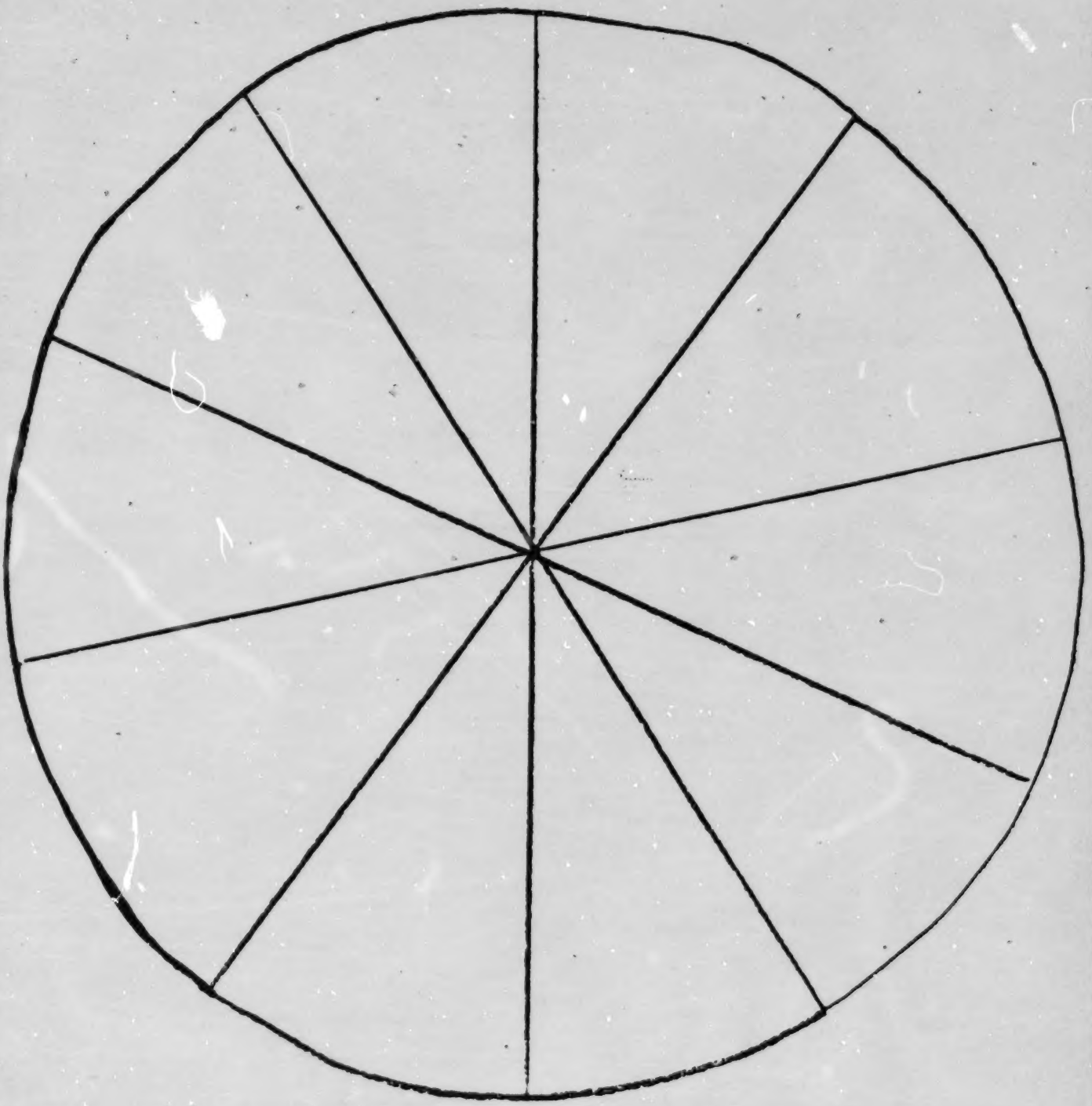




② Make sure the small wheel is in the center. Now write the Arabic numbers in each section of the small wheel.

Write the Japanese characters for the numbers in the large wheel spaces.

Match the Arabic numbers to the right Japanese characters and use your wheel as a chart.



NAME: _____

COUNTING IN JAPANESE

Write the answers to the math problems with the correct Japanese character. Use your number wheel to help find the correct numbers.

1) 一 + 二 = _____

2) 二 + 五 = _____

3) 四 + 二 = _____

4) 七 + 三 = _____

5) 九 + 一 = _____

6) 十 - 五 = _____

7) 八 - _____ = 三

8) 二 + _____ + 六 = 十

9) 六 + 二 + 一 = _____

10) 二 + 四 + 三 = _____

NAME: Dona Synstegard SCHOOL: Maxfield Elementary

SUBJECT: Math GRADE LEVEL: 3

TITLE OF LESSON: Japanese Characters for Numbers

KEY CONCEPT(S): Differences

GENERALIZATION(S): Many people in the United States speak and write another language besides English.

BEHAVIORAL OBJECTIVE(S): Students will be able to write eight Japanese characters for the numbers.

TEACHING PROCEDURE(S):

1) Introduce a goal setting activity with the "Daruma-san" activity from Rainbow Activities Book, pp. 53-54.

2) Pass out the drawing of Daruma and have the class color everything except the eyes.

3) Practice writing the Japanese characters, 1-10. (See Supplementary Materials Section).

   - Emphasize to the class that not all Japanese Americans can speak and write Japanese. Also, these characters are just the words for the numbers; to add and subtract, Arabic numerals are used.

4) Assemble the number wheel as explained in the preceeding lesson. Have students write the Japanese characters on one wheel, and the Arabic numerals on the other wheel.

5) Pass out Dragon Activity Sheet.

   - Children are to match the numbers on the dragon's back with the corresponding Japanese word, then color that part of the dragon's back with the designated color. Thus, the dragon's back should be colored in this order (from the head): Brown (7), blue (3), green (4), yellow (1), black (6), red (2), orange (5), purple (8).

6) Color the eyes in on their Daruma-sans when they have successfully completed their math contracts.

RESOURCES AND MATERIAL(S):

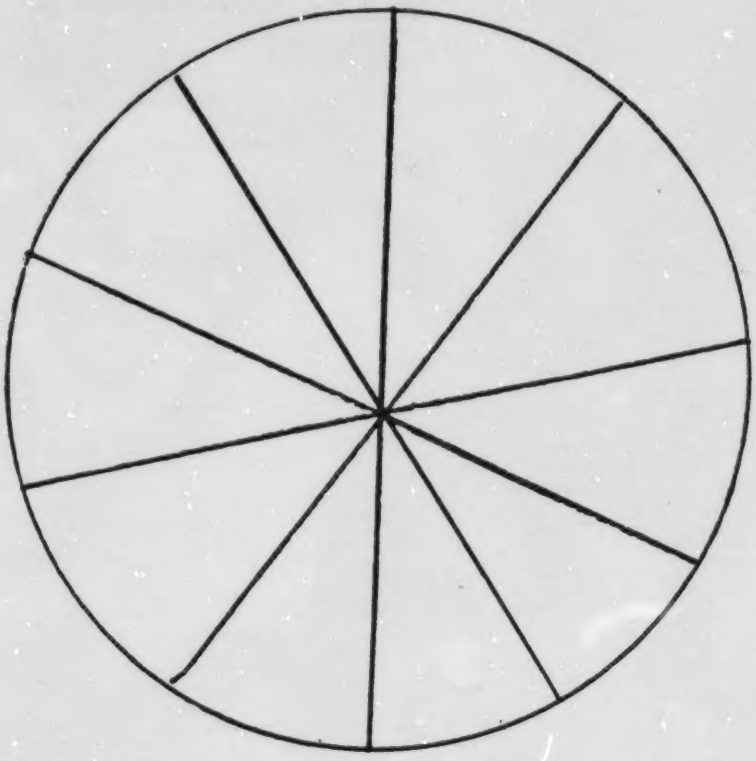
- Rainbow Activities Book, Ethnic Cultural Heritage Program, Creative Teaching Press, South El Monte, 1977.
- Mimeos of Dragon Activity Sheet.
- Japanese Characters Sheet for Numbers (See Supplementary Materials Section).
- Mimeos for Number Wheels.
- Daruma-San Color Sheets.

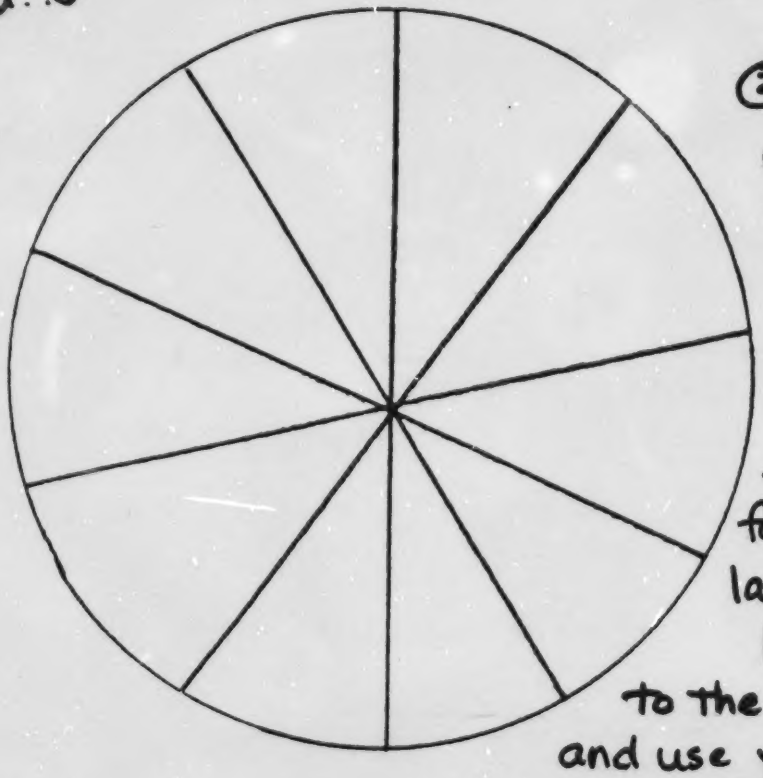
Daruma-san

Name _____

Make A Number Wheel

① Cut out one small wheel and one large wheel. Place a brad in the center of the small wheel and attach them both to the center of the big wheel.

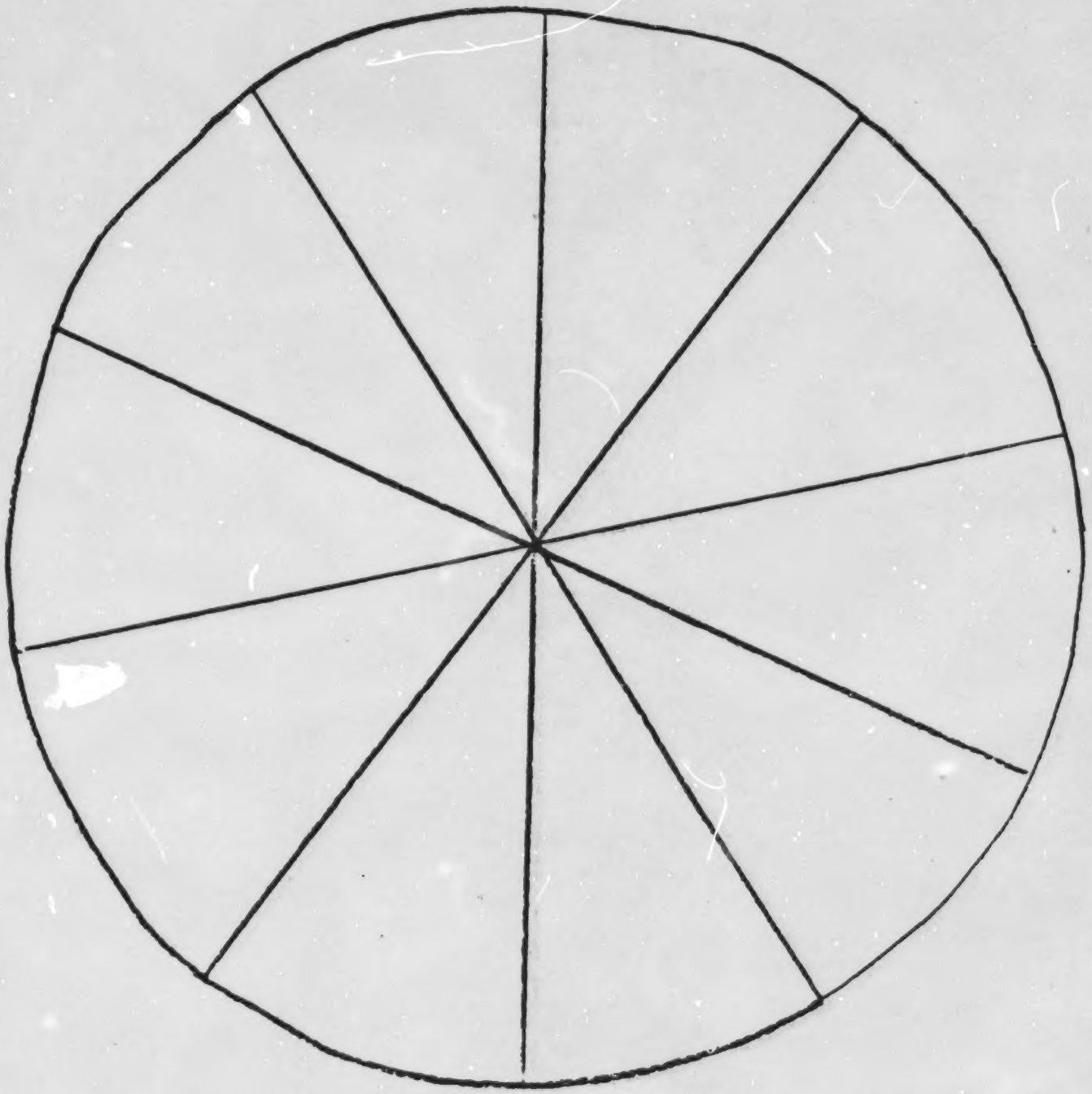




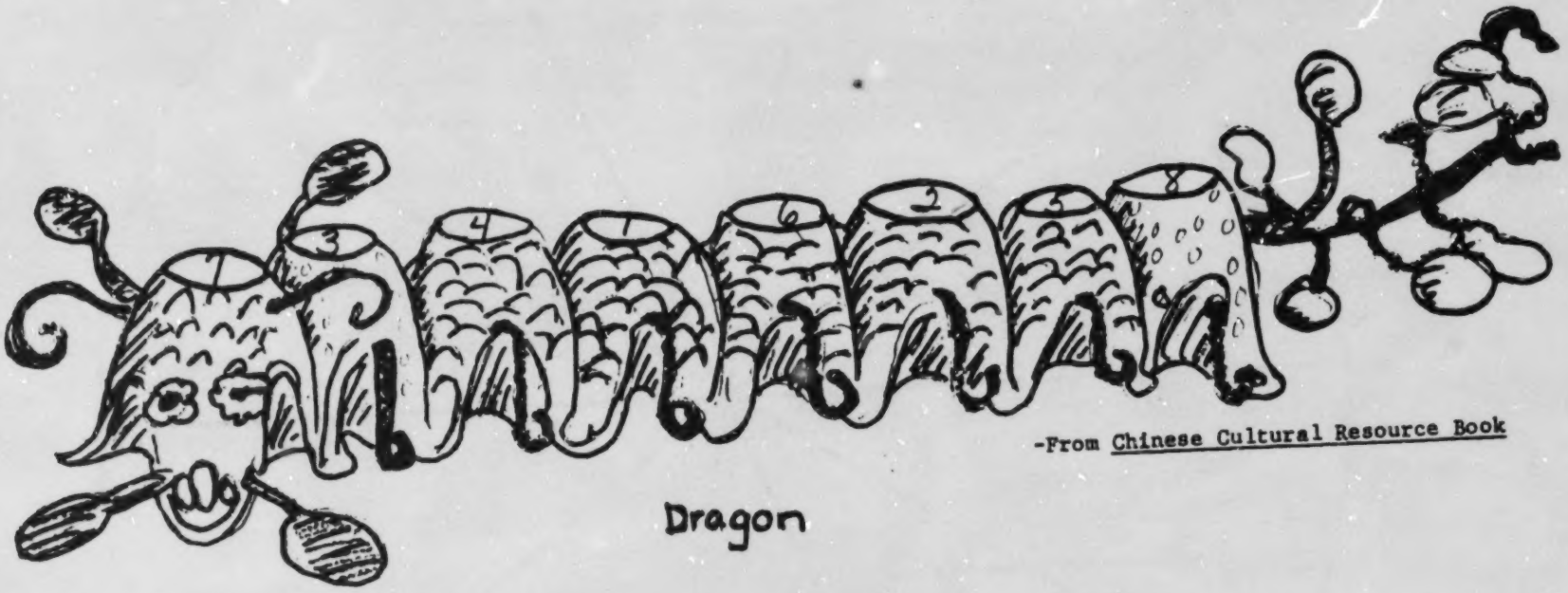
② Make sure the small wheel is in the center. Write the Arabic numbers in each space of the small wheel.

Write the Japanese characters for the numbers in the large wheel spaces.

Match the Arabic numbers to the right Japanese characters and use your wheel as a chart.



Name _____



-From Chinese Cultural Resource Book

Dragon

Japanese characters

一 yellow

二 red

三 blue

四 green

五 orange

六 black

七 brown

八 purple

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NAME: Michele Lundberg SCHOOL: Roosevelt Elementary

SUBJECT: Math GRADE LEVEL: 3

TITLE OF LESSON: Asian American Story Problems

KEY CONCEPT(S): Addition/Subtraction

GENERALIZATION(S): America is made up of many ethnic groups. Word problems should reflect this diversity.

BEHAVIORAL OBJECTIVE(S):

1) Students will be able to complete ten word problems involving addition and subtraction.

2) Students will be familiar with some Asian American names and cultural heritages.

3) Students will create their own story problem integrating some aspect of the Asian American heritage.

TEACHING PROCEDURE(S):

1) Pass out math sheets with story problems.

2) Review the story problem. Identify the Asian American people and artifacts represented.

1. Many Chinese American children go to Chinese school to learn the Chinese language and heritage.

2. The koto is the Japanese name for a long, stringed instrument similar to the autoharp. The Chinese and Koreans have other names for the instrument.

3. Konane is played by filling a board with stones and blocking the opponent's moves.

4. Sipa is a Pilipino game similar to volleyball. The players must kick the small wicker ball only with their feet.

7. A wok is a Chinese cooking pan. It is rounded at the bottom, and has bowl-like sides.

10. Jong Shik (Yung Sheek) is a Korean American. Yute (Yut) is a Korean board game played by tossing four pegs and moving pieces according to their landing positions.

RESOURCES AND MATERIAL(S):

. Worksheet with Asian American story problems.

NAME_____

1. Carrie is learning how to write Chinese in her Chinese school. If she learns 5 characters a day, how many characters would she learn in 2 days?

2. Marie plays the koto, an Asian instrument. Each song she plays is 3 minutes long. How long does it take her to play 3 songs?

3. [illegible]ane is a Hawaiian game. Jim Lee won 3 games and Karen Paik won 5. How many games did they both win?

4. George DeLaPaz owned 6 sipa balls. He received 2 more on his birthday. How many sipa balls does he have now?

5. Mr. Ito is 65 years old. How old will he be in 5 years?

6. Chan Soon folded 5 paper balls for her daughter, Kim. Kim sat on 2 of them. How many paper balls were left?

7. Mr. Lew sold 3 woks on Monday and 10 woks on Tuesday. How many woks did he sell?

8. Lili had 12 coconuts and gave 3 away to her brother. How many coconuts did she have left?

9. Ken was washing 11 rice bowls and broke 2. How many rice bowls were left?

10. Jong Shik won 3 yute games and his sister, Mary, won 4 games. How many yute games did they play?

NAME: Lora Allen

SCHOOL: Phalen Lake Elementary

SUBJECT: Math

GRADE LEVEL: 2

TITLE OF LESSON: Math

KEY CONCEPT(S): Addition problems and sums of 19 and 20.

GENERALIZATION(S): People can use different objects for adding.

BEHAVIORAL OBJECTIVE(S):

1) Seventy-five percent of the class will be able to list the differences and similarities between seven Asian American and other similar objects. (Fork/chopsticks).

2) Students will be able to name five Asian American articles.

3) Students will be able to develop a generalization concerning the diversity within an Asian American community in the use of the above articles.

TEACHING PROCEDURE(S):

1) Children will add problems on worksheet.

2) Check addition problems.

3) Discuss differences and similarities between non-Asian and Asian counting objects.

- How are zoris like shoes?
- How are chopsticks different than forks?
- Etc.

4) Show and discuss articles from the Asian American Culture Box.

- What is this object?
- What is it used for?
- Is it similar to something you're familiar with?
- Are these articles from different Asian American families?
- Do you think that Asian Americans use objects which you use too? (Yes)

5) What can we say about an Asian American family in terms of the objects it uses? (An Asian American family may use Asian and non-Asian objects. Not all Asian Americans use the same Asian objects. Chinese Americans may use different objects than Japanese Americans).

RESOURCES AND MATERIAL(S):

- Worksheet
- Asian American Culture Box (from the Asian American Resource Center).

20

19

$$\begin{array}{r} 16 \\ +\ 4 \\ \hline \end{array}$$

$$\begin{array}{r} 16 \\ +\ 4 \\ \hline 20 \end{array}$$

$$\begin{array}{r} 13 \\ +\ 6 \\ \hline \end{array}$$

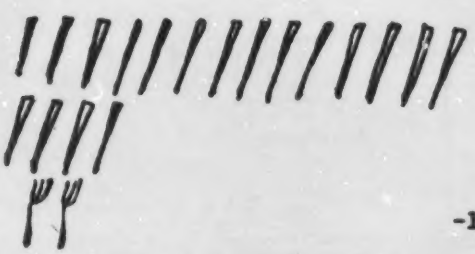
$$\begin{array}{r} 13 \\ +\ 6 \\ \hline 19 \end{array}$$

$$\begin{array}{r} 10 \\ +10 \\ \hline \end{array}$$

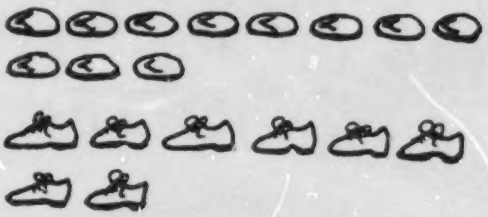
$$\begin{array}{r} 14 \\ +\ 5 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ +13 \\ \hline \end{array}$$

$$\begin{array}{r} 18 \\ +\ 2 \\ \hline \end{array}$$

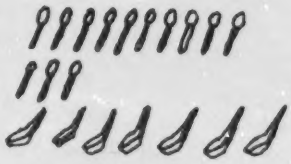


$$\begin{array}{r} 11 \\ +\ 8 \\ \hline \end{array}$$

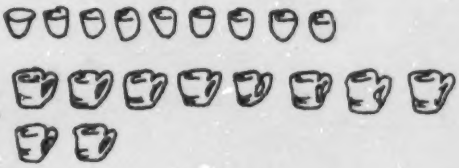


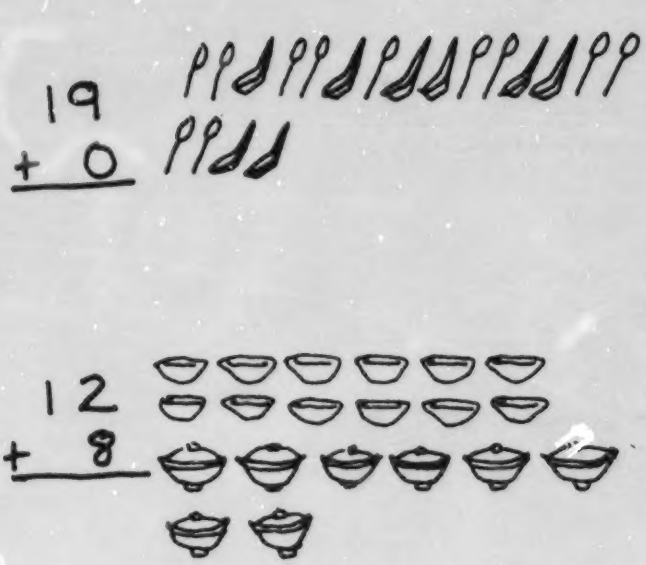
$$\begin{array}{r} 16 \\ +\ 3 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ +\ 7 \\ \hline \end{array}$$



$$\begin{array}{r} 9 \\ +10 \\ \hline \end{array}$$




19
+ 0
12
+ 8
6
+14
3
4
2
+11
5
3
4
+ 8
17
+ 2
14
+ 5
17
+ 3
0
4
15
+ 1
6
2
8
+ 3

NAME: Lora Allen

SCHOOL: Phalen Lake Elementary

SUBJECT: Math

GRADE LEVEL: 2

TITLE OF LESSON: Word Problems

KEY CONCEPT(S): Ethnicity

GENERALIZATION(S): Word problems can reflect ethnic diversity.

BAHVIORAL OBJECTIVE(S):

1) Seventy-five percent of the class will be able to project possible feelings of various Asian Americans through discussion.

2) Students will be able to read and interprete number stories.

3) Seventy-five percent of the students will develop a sensitivity toward an ethnic group and express similarities between their feelings.

TEACHING PROCEDURE(S):

1) Read the word problems together.

2) Compute problems.

3) Discuss how they feel (would feel), and how the Asian American in the problem may have reacted to the given situation. (e. g., How would Reiko feel when Hung took the marbles from her? What would you do if you were Reiko?).

4) Discuss the ethnicity of the Asian American in each problem.

1. Reiko is a Japanese American girl, and Hung is a Vietnamese American boy. Although they are both Asian American, they have unique cultural heritages, (i. e., different languages, foods, history).

2. Mr. Chung is a Chinese American father. He often cooks for his family. Does your father cook dinner?

3. Mrs. Brown has an adopted son, Soo Nam, who is Korean American. What does "adopt" mean? (To care for someone as one's own).

4. Kim and Tom can play ulumaika, a Hawaiian game. It is similar to bowling, except the "ball" is flat and there are no pegs to knock down.

5. Christine is a Chinese American girl. On the Chinese New Year, she receives a little red

TEACHING PROCEDURE(S):

envelope with money in it from her relatives.

6. Yoshiko is Japanese American. Sometimes she eats rice balls made of cooked rice.

RESOURCES AND MATERIAL(S):

. Worksheet with word problems.

148

Name_____

1

Reiko had 15 marbles and Hung took 5 marbles away from her. How many marbles did Reiko have?

2

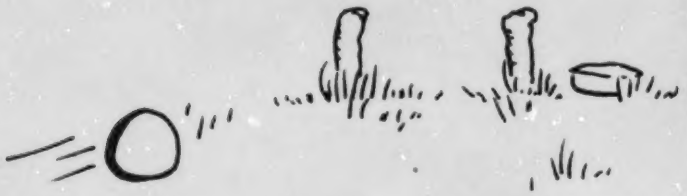
Mr. Chung was cooking dinner for his family of four. His daughter, Susie, brought home 6 of her friends for dinner. How many people did Mr. Chung have to cook for now?

3

Mrs. Brown told her son, Soo Nam, to go to the store and buy 5 cans of peas, 2 oranges, 1 bag of rice, and 2 boxes of tea. How many things did Soo Nam buy?

4

Kim won 10 games of "Ulumaika," a Hawaiian game, and her brother, Tom, only won 7. How many games did they play?



5

Christine Lee got 50 cents from her parents on the Chinese New Year, and 45 cents from her grandparents, how much money did she get?

6

Yoshiko's grandmother made 20 rice balls but her little sister ate 2 of them. How many rice balls were left?

NAME: Novella Caldwell SCHOOL: Farnsworth Elementary

SUBJECT: Math GRADE LEVEL: 3

TITLE OF LESSON: Word Problems

KEY CONCEPT(S): Ethnic diversity

GENERALIZATION(S): Word problems can reflect the ethnic diversity of the U. S..

BEHAVIORAL OBJECTIVE(S): Seventy-five per cent of the class will be able to:

1) Name five Asian American objects.

2) Recognize six Asian American names.

3) Compute story problems involving two and three digit numbers.

TEACHING PROCEDURE(S):

1) Read and discuss word problems in terms of their ethnicity. (Which groups of Asian Americans are used?).

   1 - Lani might be Hawaiian since the problem deals with coconuts.

   2 - Mr. Doi is Japanese American. How might he have felt when two of his workers were sick?

   3 - Origami is the Japanese art of folding paper. The crane is one type of origami figure you can fold.

   4 - Mrs. Nguyen is Vietnamese American. Does she have a full-time or a part-time job?

   5 - Mrs. Cortez delivered mail to a Chinese American family, the Wongs. Not all Chinese Americans live in Chinatowns.

   6 - Many Korean children are adopted by American families. Kim is an adopted Korean girl. What does adopt mean? (To care for a child as one's own).

2) Discuss feelings of people in problems.

TEACHING PROCEDURE(S):

3) Discuss and define who Asian Americans are. (What types of Asian Americans are reflected in these problems?).

   . Are there other groups of Asian Americans?

4) Work problems.

5) Review answers.

Supplementary Activity

Play Asian American Bingo Game.

RESOURCES AND MATERIAL(S):

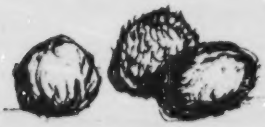
. Word problem sheets.

. Asian American Bingo Game (in Supplementary Materials Section).

Name_____

1

Lani picked 5 coconuts from a tree. Her brother picked 3. How many coconuts did they have?



2

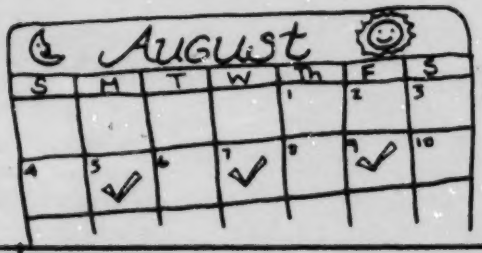
Mr. Doi had 10 helpers in his gift store. On Monday, 2 of them called in sick. How many helpers were left?

3

Terry folded 6 paper birds and gave 3 to her sister, Kim. How many paper birds did Terry have left?

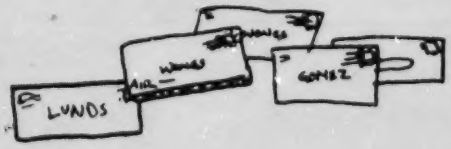
4

Mrs. Nguyen works 4 hours on Monday, Wednesday, and Friday. How many hours does she work in one week?



5

Mrs. Cortez delivered mail to 3 houses. She gave 3 letters to the Wong family, 5 letters to the Gomez family, and 2 letters to the Lund family. How many letters did she deliver?



6

Mr. James and his daughter, Kim went to a movie. There were 2 people in front of them and 2 people behind them in line. How many people were in the line?

SUGGESTIONS FOR INTEGRATING ASIAN AMERICAN CURRICULUM

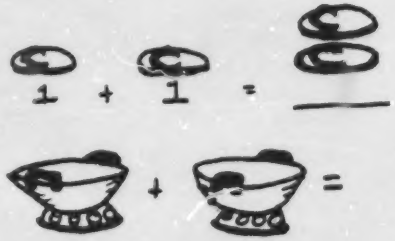
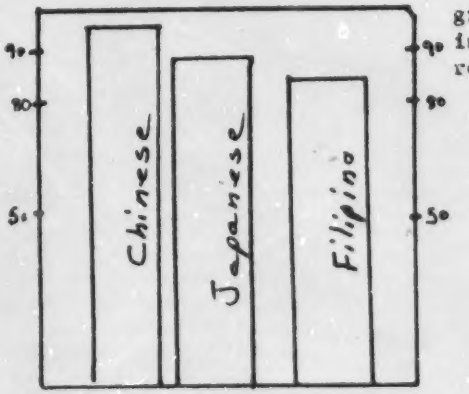
Asian American Resource Center
North End School
27 E. Geranium
St. Paul, MN 55117

SUGGESTIONS FOR INTEGRATING ASIAN AMERICAN LESSONS INTO THE CLASSROOM

MATH

Asian American Contribution/Aspects	Information	Suggestions For Integration	Supplemental/Additional Activities
1) Abacus	The abacus was developed by the Chinese, and brought to the U. S. in the 1850's by Chinese immigrants. Many Chinese and Japanese Americans utilize it in solving mathematical problems. The abacus is on a base of 5 on the upper beads, and the lower beads have a value of 1.	Students can learn about grouping and base systems on the abacus. Simple addition, subtraction, multiplication, and division can also be learned and performed on tbe abacus.	Students can make their own abacus following specific measurements and angles as a geometry project. (String and cards.)
2) Word Problems	Many word problems in math can reflect the cultural diversity in the U. S. (rather than concentrate on apples and oranges.)	1) Mrs Hayashi bought 6 pieces of sushi for $2.00. How much does each sushi cost? 2) Nguyen Dinh is twice as old as his sister, Lan If Lan will be 10 in 3 years, how old is Nguyen?	Asian recipes can be divided in half or doubled for practice in fraction problems.
3) Tangrams	The tangram is an ancient puzzle which probably was developed by the Chinese several thousand years ago. It is a square divided into seven various geometric pieces, the arrangement of these pieces can form thousands of figures.	Students can work with spatial organizations with tangrams. Also, the basic geometric shapes can be learned.	Students can create their own patterns. More advanced students can find the areas of a tangram form.

MATH - Continued

Asian American Contribution/Aspects	Information	Suggestions For Integration	Supplemental/Additional Activities
4) Numbers	The characters for writing one through ten (1-10) in Japanese and Chinese are the same, yet they are pronounced differently. Learning how to count in another language may be part of an Asian American child's learning experience.	Students can learn how to write the characters from 1-10 in Japanese or Chinese. Other Asian pronounciations and words for numbers can also be learned (e. g. Vietnamese & Tagalog).	Simple mathematical problems can be developed using these Asian words.
5) Counting Artifacts	There are many objects that can be found in some Asian American homes which can be used for simple addition or subtraction problems. The pictures of these objects allows for classroom discussion.		
6) Line Graphs, Bar Graphs, or Tables	Many statistics are available on various ethnic groups in the U. S.. Population censuses; county population statistics; government figures on employment; research data all provide data material which can be translated to or from bar graphs or tables.	 Percentage in Cities (1970)	Students can design bar graphs for other pieces of information, (e. g. classroom situation).

MATH - Continued

Asian American Contribution/Aspects	Information	Suggestions For Integration	Supplemental/Additional Activities
7) Kites	Kites were invented by the Chinese over 2,000 years ago, and were used for many different purposes. Fishing, scaring birds on fields or theives in the night were two uses for the kite.	With proper measurements and equipment, students can assemble their own kites as a geometry activity.	Kite flying contests can be held in the Spring.
8) Origami	Origami is the art of Japanese paper folding. By various different folds, many forms can be created.	Basic geometric shapes can be emphasized while doing simple origami figures.	
9) Games	Many Asian games can be used in the classroom especially those which involve strategy. For the more advanced, Go can be learned.	Hawaiian Checkers, Chinese Checkers, Go, Nei Pat Ko No, Pong Hau Ki, and Dozo are a few suggestions for Asian games students can learn.	

SCIENCE

Asian American Contribution/Aspects	Information	Suggestions For Integration	Supplementary/Additional Activities
1) Agriculture Kinji Ushijima (George Shima)	Reclaimed low islands from river channels and converted them to rich farm lands. He became know as "Potato King" of the country.	While studying agriculture, the works of Kinji Ushijima can be examined. Why was the land so fertile?	
2) Horticulture	Kosaku Sawada, Japanese-American, developed thousands of varieties of the camellia. The first chrysanthemums in the U. S. were imported by the Domoto brothers and Hirashi Yoshiike, Japanese Americans.	Significant contributions to science have been made by Asian Americans.	
3) Biochemistry	Chinese American Dr. Choh Hao Li is a renewed authority on the pituitary gland, which produces hormones that regulate the functions of other glands.	Examination of the pituitary gland and its functions can lead to discussions on the significance of Dr. Li's discoveries.	
4) Optometry	Spurred by his own growing blindness, Dr. Uyseugi and his partner, Dr. Jessen, developed the plastic contact lens which stopped his eye deterioration and could be worn comfortably.	While studying the eye, students can investigate the various types of corrective lenses and how they work.	

SCIENCE - Continued

Asian American Contribution/Aspects	Information	Suggestions For Integration	Supplementary/Additional Activities
5) Tea	Tea is a popular drink for many Asians and Asian Americans. The bark and leaves of different plants can produce several kinds of tea.	Students can investigate the many sources of tea. Comparisons between English, Chinese, Japanese and Native American teas can also be made.	Homemade tea can be made by the students.
6) Rice	Rice is a common food among the Asian American groups. Rice can also take many forms, such as rice paper and popped rice.	Students can examine the different forms rice can take in an Asian and Asian American diet. (Manju, mochi, sweet rice, etc..) Comparisons between wild rice, brown rice, and white rice can also be made.	Students can make rice dishes.
7) Bamboo	Bamboo is a versatile Asian plant. It can be seen in various forms, and is often used by Asian Americans and other Americans.	Students can investigate the many uses of the bamboo plant. (Food, baskets, trays, etc..)	Projects using bamboo products can be developed.
8) Soybeans	Soybean is another popular Asian and Asian American staple, and can be used in many forms.	Soy sauce, tofu, bean sprouts, and miso are a few of the Asian foods that can be made from the soybean. Students can examine how there products are made, and investigate other variations of the soybean.	Comparisons between Asian soy products and other uses of the soybean can be examined, (i. e., soy burgers).

SCIENCE - Continued

Asian American Contribution/Aspects	Information	Suggestions For Integration	Supplementary/Additional Activities
9) Astrology	The lunar calendar was developed by the Chinese, and is used to make their celebrations, such as New Year. The Vietnamese and the Koreans also go by the lunar calendar for their holidays.	When studying the Gregorian calendar, the lunar calendar should be also presented.	The Chinese zodiac system can be compared to the horoscope the students are familiar with.

MUSIC

Asian American Contribution/Aspects	Information	Suggestions For Integration	Supplemental/Additional Activities
1) Folk Songs (Children's songs, work songs, festival songs, etc..)	Folk songs from different regions in Japan, China, and other Asian countries are often sung and taught in many Asian American families. These songs are sometimes sung on special occasions, such as New Year's or weddings.	Asian folk songs can be found on some records or in music books. Students can learn these songs and their meaning. . When was it sung? . What is the song about?	Comparisons between other folk songs and Asian folk songs can be made. Are there similar themes?
2) Asian Children's Songs	Many Asian American children learn songs from their families which reflect their Asian culture.	Students can learn children's songs and accompanying dances, if provided. (E. g. tinikling.)	Discussion on some of the songs can reveal some similarities to songs the students may already know. (Lullabyes, Spring songs.)
3) Traditional Asian Music	Asian music may sound unusual to some ears since its scale is different than the eight note system we are familiar with.	Students can listen to and investigate the tonal system of traditional Asian music. . Is there a difference between Chinese and Vietnamese traditional music? . Is there a difference of sounds in one Asian country's music? (Noh vs. folk songs.)	Students can investigate one particular area of Asian music. (E. g. Chinese opera, Noh dialog, Gamelon, etc..)

MUSIC - Continued

Asian American Contribution/Aspects	Information	Suggestions For Integration	Supplementary/Additional Activities
4) Asian Instruments	Another reason for Asian music sounding unusual to some ears is due to the differences in instruments used. (Bamboo flutes, taiko, shamisen, etc..)	Comparisons between Asian instruments and orchestral instruments can be made using pictures and records.	A performance on an Asian instrument would be an excellent demonstration.
5) Contemporary Asian American Music	Not all Asian Americans listen to traditional Asian music. Many folk songs and instrumental pieces depart from the traditional Asian style. Many Asian American youths have formed various bands, playing folk to rock music. ("Yokahama California")	Contemporary Asian and Asian American music can be played showing the diversity of Asian American musical taste. Comparisons to the students' own preferences can be made. . Who likes Country Western music? Rock, Blues, Jazz, Reggae, Soul? . Do all Asian Americans listen to the same music?	A local contemporary Asian American band performance would be interesting.

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27 E. Geranium
St. Paul, MN 55117

REFERENCES

MATH

Abacus

1) The Japanese Abacus, Its Use & Theory, Takashi Kojima, Charles E. Tuttle, Co., Rutland, 1974.

2) Almost any abacus will have accompanying instructions.

Tangrams

1) Tangrams: An Ancient Chinese Puzzle, " A Conceptual Skill Development Kit", Carol Kubota, Department of Public Instruction, Olympia, Washington, 1976.

2) Jing Ho Hauk Ho #1, C. K. Rekdal and B. S. L. Kan, Fortune Cookie Press, Seattle, 1976.

Games

1) Games of the World, (Ed.) Frederic V. Grunfeld, Holt, Rinehart, & Winston, New York, 1975.

2) Your Move, Ray Nitta, Center for Open Learning & Teaching, Berkeley, 1975.

Numbers

1) Jing Ho Hauk Ho #1, (p. 17), C. K. Rekdal & B. S. L. Kan, Fortune Cookie Press, Seattle, 1976. (For Chinese and Japanese characters 1-10.)

Line Graphs, Bar Graphs, and Tables

1) U. S. Bureau of the Census, Census of Population: 1970 "Japanese, Chinese, and Filipino's in the United States," U. S. Government Printing Office, Washington, D. C., 1973.

2) "Civil Rights Digest," Fall 1976, Vol. 9, No. 1, U. S. Commission of Civil Rights, Washington, D. C.

3) The Department of Planning and Economic Development of Cities often have available statistics from their population census.

4) Many historical and sociological texts on Asian Americans also include tables, graphs, and figures.

Kites

1) Chinese Kites, How to Make Them and Fly Them, David F. Jue, Charles E. Tuttle Co., Rutland, 1974.

2) Games of The World, (Ed.) Frederic V. Grunfeld, Holt, Rinehart & Winston, New York, 1975.

SCIENCE

Contributions By Some Asian Americans

1) An Album of Chinese Americans, Betty Lee Sung, Franklin Watts, New York, 1977.

2) Nisei, The Quiet Americans, Bill Hosokawa, William Morrow & Co., New York, 1969.

3) The Story of the Chinese In America, Betty Lee Sung, Collier Books, New York, 1967.

Tea

1) Many health food stores and some book stores carry information on tea.

Bamboo

1) "Bamboo Strategies For Teaching About Aspects of Asian Cultures," Social Education, Vol. 42, No. 2, (February, 1978).

Soybeans

1) Write to the Agronomy Department of any large university for information on soybean.

2) Soybean manufactureres also may distribute information. (Dawson Mills, Dawson, MN 56232)

3) The Book of Miso, William Shurtleff and Akiko Aoyagi, Autumn Press.

4) Book on soy products are also available, e. g. miso, tofu.

Lunar Calendar

1) Album of Chinese Americans, op. cit.

2) Chinese Cultural Resource Book, Irene Kwok, National Assessment and Dissemination Center for Bilingual-Bicultural Education, Fall River, 1976.

MUSIC

Folk Songs
&
Children's Songs

1) Chinese Folk Songs, Wendy Chu and Yeh Yung-Ching. A.R.T.S. Inc., New York, 1973. (Accompanied by cassette recording.)

2) Children's Songs From Japan, Florence White and Kazuo Akiyama, Marks Music Corp., New York, 1960.

3) Favorite Songs of Japanese Children, Hanako Fukuda, Highland Music Co , Hollywood, 1965.

4) Music textbooks from school often have an international music section where many Asian folk songs can be found. (E. g., The Magic of Music (Book Four), Lorrain E. Walters et. al., Ginn & Co., Boston, 1967.)

5) Folk Songs of Our Pacific Neighbors, Bowmar Records, Glendale.

6) Traditional Folk Songs of Japan, Folkways Records, New York, 1961.

7) Tinikling, K. B. H. Productions, 1972.

Traditional Asian Music
and Asian Instruments

1) Records dealing with Asian folk tunes and Asian instruments can be found at some music stores.

2) A comprehensive music text may also describe some Asian instruments.

3) Album

"Flower Dance-Japanese Folk Melodies", Explorers Series, Nonesuch Records, New York.

Contemporary Asian and
Asian American Music

Albums

1) A Grain of Sand, Paredon Records, Brooklyn, 1973.

2) Sadistic Mika Band, Capital Records, Hollywood, 1974.

3) Yokahama California, Paredon Records, Brooklyn.

4) Any Don Ho record will show how one Asian American uses different musical styles (traditional Hawaii to contemporary songs).

GRADE LEVEL 2-6

SUBJECT: Social Studies

TITLE OF LESSON: Asian American Whatsit

KEY CONCEPT(S): Ethnicity

GENERALIZATION(S): The cultures of different ethnic groups help people meet the same needs in different ways.

BEHAVIORAL OBJECTIVE(S): Students will:

1) Become acquainted with some Asian American cultural objects that are used in some Asian American homes.

2) Develop an awareness of our diverse society.

3) Have knowledge of some Asian American contributions.

4) Be able to see that different groups meet needs in different ways.

TEACHING PROCEDURE(S):

1) Divide the class into small groups.

2) Pass out the Asian American Whatsit Worksheets.

3) Give each group an object from the Asian American Culture Box. Have them use that object to answer the questions on the worksheet.

4) Have each group report their findings.

   . Does anyone know exactly how this Asian American object is used?
   . What Asian American group might use this object?

5) Use the description sheet in the culture box to explain the objects.

   . What objects are similar in usage to these?

RESOURCES AND MATERIAL(S):

. Asian American Culture Box

. Asian American Whatsit Worksheet

ASIAN AMERICAN WHATSIT

1) What is the object made of?

2) Make a list of possible uses for this object.

3) What is it?

4) What Asian American group or groups might use this object?

GRADE LEVEL: 5-6

SUBJECT: Social Studies

TITLE OF LESSON: Who Are Chinese Americans?

KEY CONCEPT(S): Stereotypes

GENERALIZATION(S): People sometimes believe what's true for one person is is true for all people. These beliefs are often wrong, and can be misleading.

BEHAVIORAL OBJECTIVE(S): Students will be able to:

1) List two Asian countries where Asian Americans might have ancestors.

2) List their impressions of Chinese Americans and compare them to examples of Chinese Americans today.

3) Describe how holding a generalization for one group of people may be misleading.

TEACHING PROCEDURE(S):

Day I

1) Begin class by discussion.

   . Who are Asian Americans?

2) Using map of world, list some Asian countries. (i. e., Japan, China, Korea, Pilipines, Hawaii, Vietnam, Laos, Thailand, Cambodia, Samoa, Guam, Bali, etc.).

3) Define Asian Americans as Americans with Asian ancestry. Some Asian Americans are immigrants, others are born in the U.S.

4) Write on board:

   . What do we know about Chinese Americans?

5) Explain to class how the survey you will pass out will find their impressions of Chinese Americans.

6) Go over an example of a survey question as a class.

   Example

   . What do you know about this 5th grade class?
   Clothing: Jeans, t-shirts, gym shoes
   Food: Junk foods (hamburgers, hot dogs, chips).

TEACHING
PROCEDURE(S):

7) Pass out survey sheets, and ask students to honestly answer the questions, individually or in pairs. *

8) Collect the data, and list the results on the board.

Example: Chinese Americans
- Clothing: They wear those straw hats and glasses.
- Food: Chop suey, rice, eat with chopsticks.
- Home life: Speak Chinese, etc.

9) Discuss the results.

- What seems to be the major impressions of the class?
- Do all of us feel that Chinese Americans eat chop suey? Eat with chopsticks?

10) Where do we get our information on Asian Americans? Tally the results (T.V., parents III, friends IIII).

11) Show filmstrip, "Julie's Report."

12) How did the Chinese Americans contribute to American history? (Helped build transcontinental railroad, worked in factories, restaurants, farms, etc.).

13) Go over first question again (on Chinese Americans), and discuss any changes made.

- Can we now say that Chinese Americans do not necessarily eat chop suey?

  Not all Chinese American families are like Julie's; however, this does show that we can be mistaken in our assumptions that Chinese American families are the same.

- How can holding an assumption for a certain group of people be misleading? What effects can it have on the people being judged?
- Define stereotyping. (Having a belief for one person that holds for all people of the same group).

Supplementary Activities

Show students other filmstrips with Chinese American characters and compare with their initial impressions. How does this Chinese American family compare with Julie's family?

Example:
- "Ching Dao: Island of Gold" (Filmstrip)
- "Getting To Know Carol Low" (Filmstrip)
- "Siu Mei Wong: Who Shall I Be?" (Film)

RESOURCES AND MATERIAL(S):

- Map of world
- Survey sheet
- "Julie's Report," and "Getting To Know Carol Low," Understanding Chinese Americans, The Association of Chinese Americans, San Francisco, 1977.
- "Ching Dao: Island of Gold," America's Children, Scott Education Division, 1970.
- "Siu Mei Wong: Who Shall I Be?" Learning Corporation of America, New York, 1971.

*Caution: It is important that stereotypes of any persons be discussed seriously. The effects of stereotyping on the perceiver and the victim should not be ignored. To teach students about stereotyping without follow-up discussion on its effects would be an incomplete and possible damaging lesson.

Fill out these questions on Chinese Americans as honestly as you can. Your answers will not be graded.

1) What do you know about Chinese Americans?
Food:

Clothing:

Home Life:

GRADE LEVEL: Elementary

SUBJECT: Social Studies

TITLE OF LESSON: "If You're Happy and You Know It"

KEY CONCEPT(S): Feelings
Communication of feelings

GENERALIZATION(S): People sometimes share similar feelings and express them in many ways.

BEHAVIORAL OBJECTIVE(S):

1) Students will discuss how some people share certain feelings by body movement or facial expressions.

2) Students will be able to sing a song about feeling happy and follow movements.

3) Students will be able to communicate certain feelings by body movement or facial expressions.

TEACHING PROCEDURE(S):

1) Show pictures of people expressing different emotions. (Use Discover: Self and Society).

2) Discuss how some people had the same feelings. Have the students also share these feelings.

3) Read a story that has the character feeling different emotions.
   E. g., Umbrella, A Pair of Red Clogs, Dance, Dance Amy-Chan!
   . How did these people express their happiness?
   . How do you show you're happy?

4) Have students communicate different feelings by motion or facial expressions.

5) Learn the song "If You're Happy and You Know It" in English, then practice it in Japanese.

RESOURCES AND MATERIAL(S):

. Discover: Self and Society, Advanced Learning Concepts, Milwaukee, 1976.

. Dance, Dance, Amy-Chan!, Lucy Hawkinson, Albert Whitman and Co., Chicago, 1964.

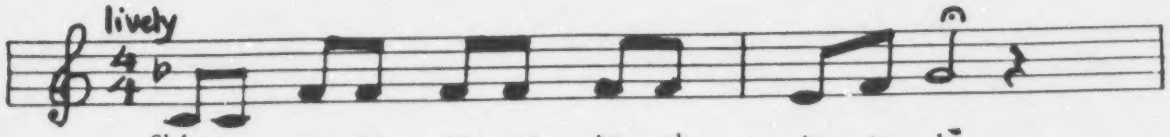
. A Pair of Red Clogs, Masako Matsuno, Collins World, Cleveland, 1960

. Umbrella, Taro Yashima, Viking Press, New York, 1970.

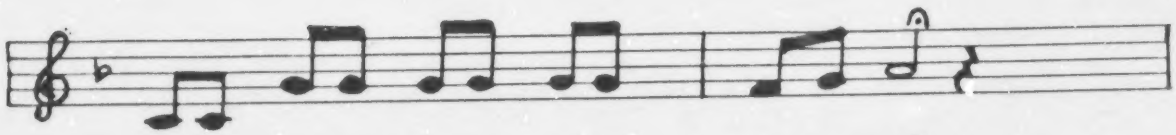
. Music for "If You're Happy and You Know It."

Happy Song

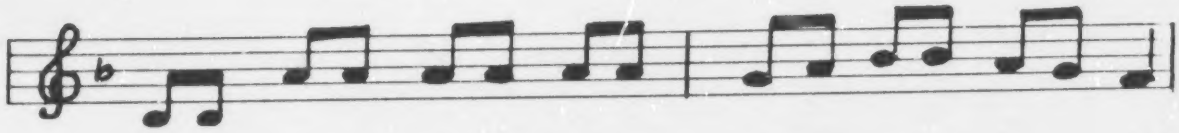
traditional



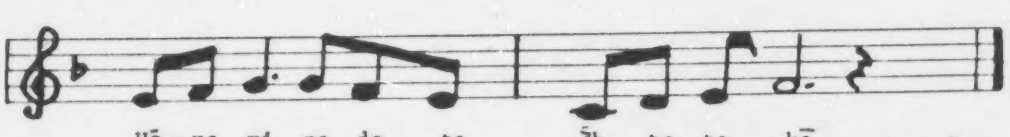
Shi - ya wa - se na - ra te - oh ta - te - kō
If you're happy and you know it, clap your hands-- (clap)



Shi-ya wa -se na-ra te - oh ta - te - kō
If you're happy and you know it, clap your hands-- (clap)



Shi-ya wa - se na - ra ta - i dō de shi-me sō - yō
If you're happy and you know it, then let's really try to show it--



Hō - ra mi na de te ōh ta te kō
If you're happy and you know it, clap your hands! (clap)

Shi-ya wa se na ra
sa ke bē ma shō
Shi-ya wa se na ra
sa ke bē na shō
Shi ya wa se na ra te
dō de shi me ta-ē dō
Hōre mina de sake bē ma shō

If you're happy and you know it
give a shout---
If you're happy and you know it
give a shout---
If you're happy and you know it
then let's really try to show it--
If you're happy and you know it, give a shout!

GRADE LEVEL: K-2

SUBJECT: Social Studies

TITLE OF LESSON: Many Families Share Basic Needs

KEY CONCEPT(S): Needs: Love, shelter, clothing, help, food, recreation (fun).

GENERALIZATION(S): All people need to have certain needs met--families often meet those needs. Asian American families are like other families--they meet needs.

BEHAVIORAL OBJECTIVE(S): Students will be able to:

1) List 4-6 basic needs families often meet for their members.

2) Draw their own interpretations for these needs.

3) Analyze an Asian American family in terms of these basic needs.

4) Compare their needs to the Asian American family's needs.

5) Identify needs by viewing pictures.

TEACHING PROCEDURE(S): Day I

1) Begin lesson by asking students what they like to do with their families, write ideas on board.

2) Brainstorm ways to categorize these ideas. (Recreation--fun).

3) Ask students what their family does for them. (What's so great about being in a family?).

4) Brainstorm ways to categorize their answers. (love, shelter, help, food, clothing).

5) Discussion--do most of us have those needs?

6) Pass out activity sheets with these needs written.

   . Have students draw pictures to illustrate each need.

TEACHING PROCEDURE(S):

7) Discuss drawings.

- Are there some pictures showing the same activity?
- Does any of these pictures show what goes on in your families?
- Does your family meet other needs not shown?

Day II

1) Show filmstrip, "Chinatown."

- Which needs were met by the Yang family?
- How did you see these needs met?
- How do their needs compare with ours?
- What does this tell you about families and needs? (That most families meet certain basic needs).

2) Pass out activity sheets showing various examples of these needs. Write the six needs on the board:

Love	Clothing
Help	Fun
Shelter	Food

Have students identify the need each picture shows by writing the correct word in the spaces.

1) Food	4) Love
2) Fun	5) Help
3) Clothing	6) Shelter

RESOURCES AND MATERIAL(S):

- "Chinatown," Five Families, Scholastic, New York, 1972.
- Activity sheets on needs.
- Activity sheets on labelling needs.

NAME _____

Draw pictures of how families can meet these needs.

HELP	CLOTHING
FOOD	SHELTER
FUN	LOVE

Name_____

What needs do these pictures show?
Write the word in the space.

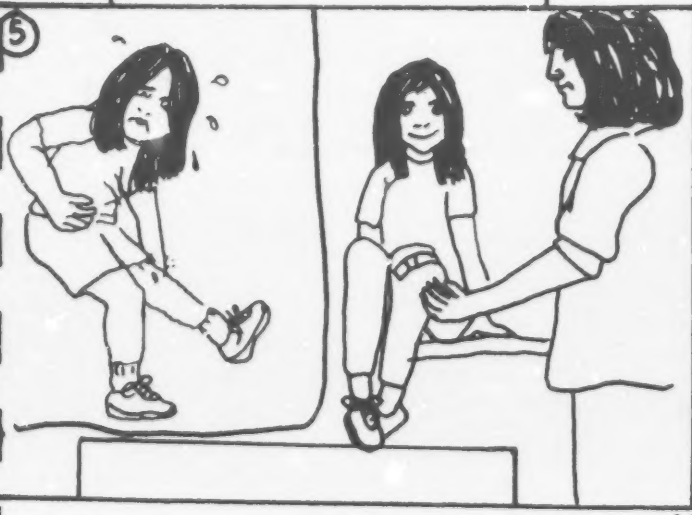
1

2

3

4

5



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GRADE LEVEL: Intermediate

SUBJECT: Math

TITLE OF LESSON: Introducing Hawaiian American Contributions Through Math

KEY CONCEPT(S): Hawaiian American heritage
Similarities/Differences

GENERALIZATION(S): Many Hawaiian Americans use objects and experience events in their daily life that reflect their heritage. Other Americans may be familiar with similar experiences. The sharing of these cultural contributions help make the U. S. a multi-ethnic nation.

BEHAVIORAL OBJECTIVE(S): Students will be able to:

1) Describe 5 Hawaiian contributions, listed on the activity sheet.

2) Perform word problems involving these Hawaiian American words.

3) Discuss similarities and differences of some situations described in the activity sheets to their own experiences.

TEACHING PROCEDURE(S):

1) Discussion -- Who Are Hawaiian Americans? (Japanese, Chinese, Polynesian, Pilipino, and European ancestries).

2) Review activity sheet defining some Hawaiian words and numbers.

3) Practice counting the numbers as a class. (ā-ka-hē, ā-lu-a, ko-lu, ā-ha, ā-lē-ma).

4) After class does worksheet, review situations.
   . Have the students shared similar experiences?
   . What did they do?

Supplementary Activities
Investigate Hawaiian contributions further. Students can learn a hula, or make one on their own. Other Hawaiian activities and information can be found in My Ancestors Are From Polynesia, and Children's Songs From Hawaii.

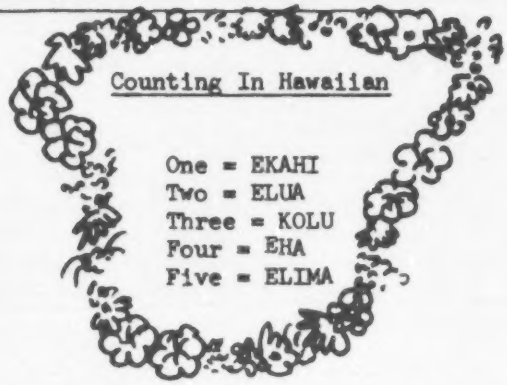
RESOURCES AND MATERIAL(S):

. Math activity sheet.

. My Ancestors Are From Polynesia, Laura Kaku, Touch & See, California, 1975.

. Children's Songs From Hawaii, Carol Roes, Mele Loke Publishing, Hawaii, 1966.

NAME _____



Some Hawaiian Words

HULA - A form of Hawaiian dancing which tells a story with music and movements.
LUAU - A Hawaiian feast, similar to a picnic.
UKELELE - Small musical instrument similar to a guitar.
IPU - Gourd in Hawaiian.
LEI - Garland of flowers.

1) If Ana needs 20 flowers to make a lei, and she only has ELIMA, how many more flowers does she need?

2) ELUA + KOLU = _____.

3) EHA + EKAHI = _____.

4) EKAHI + ELUA + EHA = _____.

5) Jeff bought 4 ipus for $4.25 and sold them to his brother for $5.30. How much money did he over-charge his brother?

6) Carol sent out 14 invitations to her birthday luau, but 21 guests showed up. How many people were uninvited?

7) Paul broke 2 strings on Sara's ukelele while he was playing it. If each string costs $1.20, how much money does Sara need to fix it?

8) Mrs. Ota teaches 5 hula lessons a day and gets very tired. One week, her boss told her to add another class each day. How many classes would she have to teach at the end of a 5 day week?

GRADE LEVEL: Elementary

SUBJECT: Movement/Social Studies

TITLE: The O-bon Festival

CONCEPT(S): Respect, honor

GENERALIZATION(S): Americans celebrate different holidays for various reasons--tribute, religious, etc. Many Japanese and Japanese Americans celebrate the O-bon Festival which is held in honor of dead ancestors.

BEHAVIORAL OBJECTIVE(S): At the end of the lesson, the students should be able to:

1) Describe the O-bon Festival, i. e., purpose, events, what ethnic group, etc.

2) List some artifacts shown in books and filmstrips which reflect the Japanese American culture. (Lanterns, fans, kimono, drum).

3) List festivals in which they've participated.

4) Compare Amy's feelings to their own.

TEACHING PROCEDURE(S): Day I

1) Discuss the words, "holidays and festivals."

   . (List some examples with class on board).

2) Introduce the "O-bon" Festival as Japanese and Japanese American.

   . Describe its purpose.

3) Show "Cynthia, A Japanese American Girl."

4) Compare Cynthia's family with students' families. Similarities? Differences?

   . What does Cynthia's family do that your family does? (Eat, parents work).
   . What are some things Cynthia's family does that are different than what your family does? (O-bon Celebration).

5) What happens at the Bon Odori? (O-bon).

TEACHING PROCEDURE(S):

Day II

1) Review Cynthia's preparation for the O-bon.

2) Read Dance, Dance, Amy-Chan!

3) List artifacts that reflect Cynthia and Amy's heritage.

   - What special events have the students participated in?
   - How did they feel at the time?
   - What would they have done in Amy's place?

Supplement

Have a Japanese American resource person visit the class and perform some traditional dances.

RESOURCES AND MATERIAL(S):

- "Cynthia, A Japanese American Girl," from Children of the Inner City, Society of Visual Education, Chicago, 1970.
- Dance, Dance, Amy-Chan!, Lucy Hawkinson, Whitman & Co., Chicago, 1974.

GRADE LEVEL: Elementary - Intermediate

SUBJECT: Language/Reading

TITLE OF LESSON: Calligraphy - A form of writing

CONCEPT(S): Communication

GENERALIZATION(S): Much of the way that a person learns to communicate with others depends on his/her ethnic heritage. Language and writing skills may reflect a person's ethnic heritage.

BEHAVIORAL OBJECTIVE(S): At the end of the lesson, the students should be able to:

1) Describe some forms of communication (writing, talking, sign language).

2) Discuss how some people in America learn to speak and write another language besides English, i. e., the Chinese Americans.

3) Copy several Chinese characters and learn their meaning.

4) Form a generalization(s) on the ethnic diversity of America, based on multi-ethnic materials.

TEACHING PROCEDURE(S):

Day I

1) Discussion - What does "communicate" mean to you?

2) List ways people can communicate with each other.

3) Show - "Getting to Know Carol Low" (TACT). Discuss Carol's ethnicity - How she can speak two languages: Chinese and English.

   - Where does she learn to write Chinese?
   - Does anyone in class speak and write in another language besides English?
   - Where did they learn?

4) List some differences between Carol Low's life and the students'.

   - Do they reflect Carol Low's ethnic heritage?

TEACHING PROCEDURE(S):

Day II

1) Show examples of Chinese characters in books, magazines, calendars, etc. Is this a form of communication?

2) Pass out activity sheets on writing Chinese characters. Review directions.

3) Show examples of multi-ethnic materials and discuss their uses.

   . Do people in the U. S. read these?
   . What languages are represented?
   . Form generalization on America's diversity.

Supplement

Ask students to bring something written in another language--magazine, newspaper, boxtops, etc. Discuss the ethnicity and diversity of materials.

RESOURCES AND MATERIAL(S):

. "Getting to Know Carol Low," from Understanding Chinese Americans, The Association of Chinese Teachers, San Francisco, 1977.

. Chinese Charaters - East/West Activities Kit, Ethnic Understanding Series.

. Chinese Writing, An Introduction, Diane Wolff, Holt, Rinehart, & Winston, New York, 1975.

. Story - Rice Cakes and Paper Dragons, Seymour Reit, Dodd, Mead & Co., New York, 1973.

. Activity sheet on Chinese characters.

NAME _____

Writing Chinese Characters

Carol Low and many other Chinese American children go to Chinese school after regular school. There they learn about Chinese history, music and art. They also learn how to read and write the Chinese language.

Here are a few Chinese characters for you to write. Practice writing them with the right stroke order. The first line to draw is numbered 1, the second lire is numbered 2, and so on.

Water (SHWEI)

Sun (R)

Mountain (SHAN)

土

Earth (TU)

月

Moon (YWE)

木

Tree (MU)

大

Big (DA)

GRADE LEVEL: Elementary - Intermediate

SUBJECT: Art

TITLE OF LESSON: The Art of Origami

KEY CONCEPT(S): Folk Art (Art that is started and continued by the "common" people).

BEHAVIORAL OBJECTIVE(S):

1) Students will be able to list different forms of folk art.

2) Students will be able to make an origami figure.

TEACHING PROCEDURE(S):

1) Write "ORI = to fold"
"GAMI or KAMI = paper" on the board.

2) Ask students what the art of "origami" might be.

. Show examples of origami figures.

3) Pass out student reading sheets on origami. (For elementary classes, explain the history and read the questions).

4) Have students answer questions and discuss as a class.

5) Fold an origami figure according to the instructions.

RESOURCES AND MATERIAL(S):

. Student reading sheets.

. Origami paper, or square sheets of mimeograph paper.

ORIGAMI

In Japanese, "ori" means "to fold" and "gami or kami" means "paper." The special art of origami is enjoyed by Japanese American children as well as by other children and adults.

It is thought that paper was invented almost 2,000 years ago by a Chinese man, Tsai Lun. One of the earliest forms of entertainment in China was folding paper into fans and shades.

The Japanese were thought to have started the creation of figures out of paper. This art is taught by older people to children.

Some people believe that there are three basic rules to origami.

1) The paper figure must be created only by folding, without the aid of scissors or glue.

2) The model should be recognized without the addition of colors or special markings.

3) The paper model should fold flat after it has been made.

Of course, others believe that some of these rules can be broken.

1) ORI = _____
2) GAMI = _____

3) It is believed that paper was invented in _____, almost _____ years ago.

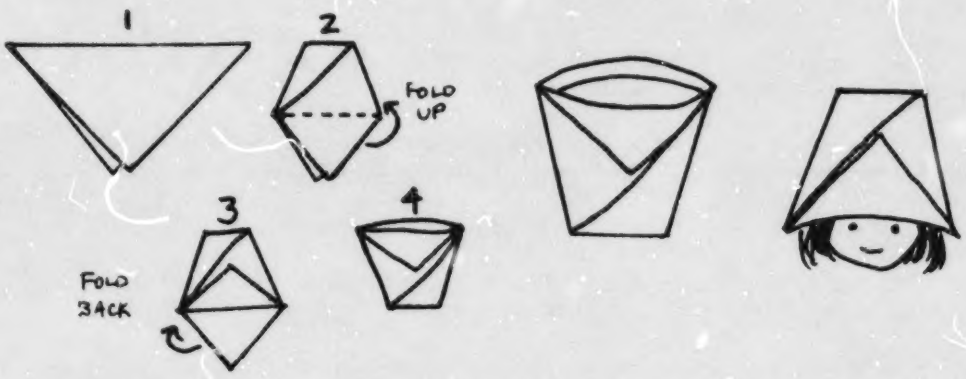
4) How might a Japanese American child learn origami?

5) According to the basic rules of origami, can scissors and glue be used in making a model?

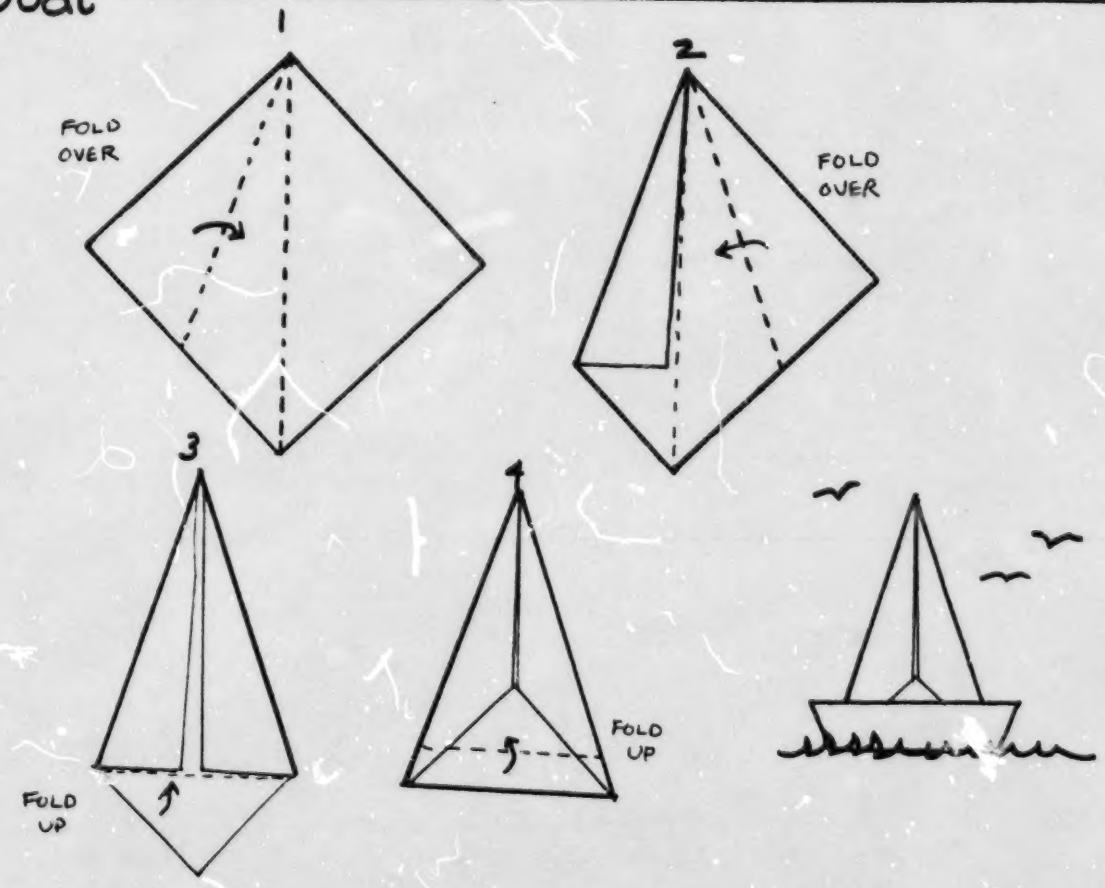
6) Can eyes, ears, and other markings be used to create a figure?

Origami

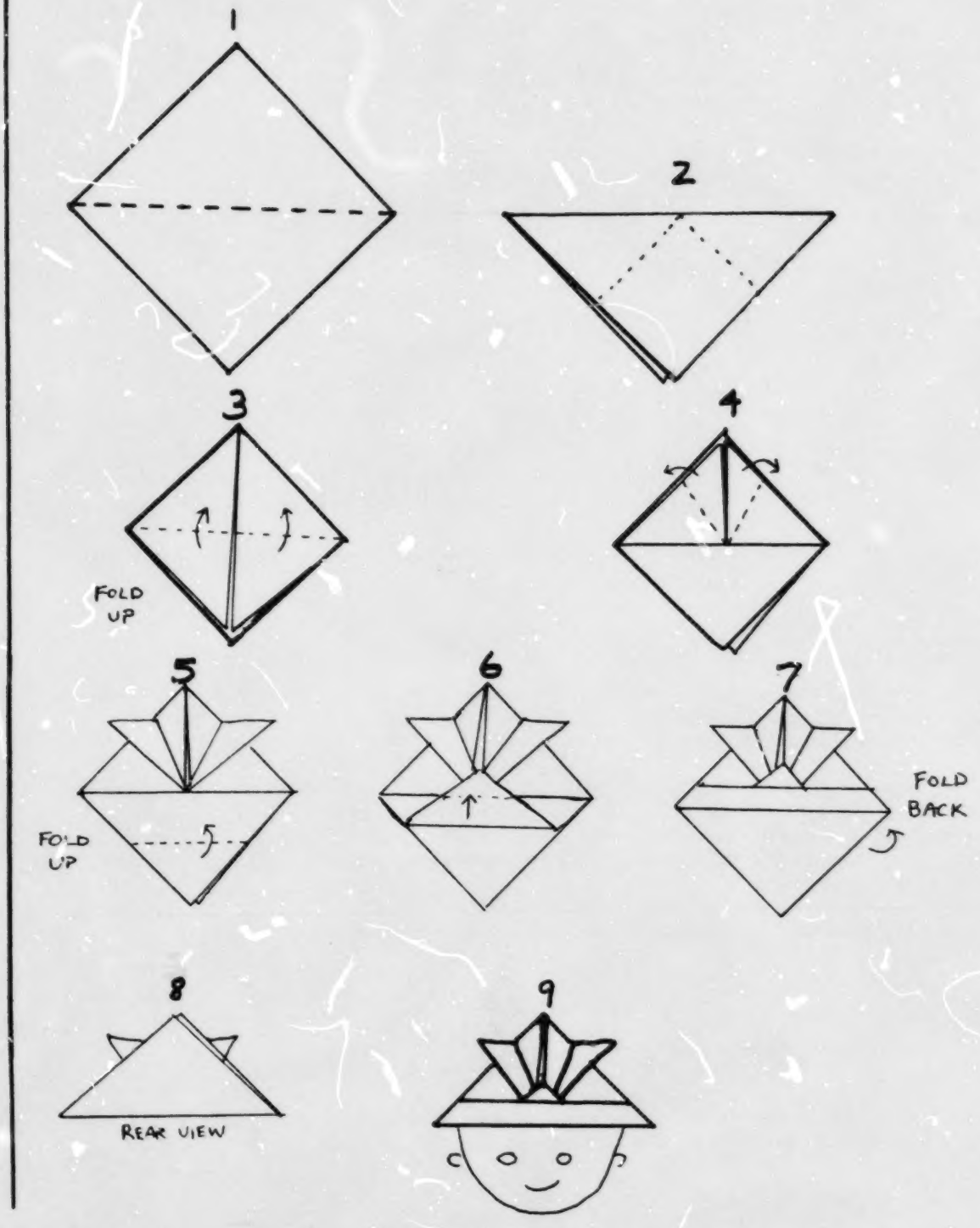
Cup or Hat



Sailboat



Samurai Helmet (Kabuto)



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GRADE LEVEL: Elementary - Intermediate

SUBJECT: Art

TITLE OF LESSON: The Art of Chinese Paper Cutting

KEY CONCEPT(S): Folk Art (Art that is started and continued by the "common" people).

GENERALIZATION(S): There are many ways of expressing an idea in art. Chinese paper cutting is one way.

BEHAVIORAL OBJECTIVE(S):

1) Students will be able to list different forms of folk art.

2) Students will be able to describe Chinese paper cutting.

3) Students will be able to make a paper cutting.

TEACHING PROCEDURE(S):

1) Show examples of paper cutting to students without mentioning how they were made. List ways in which they could be created (drawn, ink prints, etc.).

2) Describe what paper cuttings are. Use questions for discussion.

THE ART OF CHINESE PAPER CUTTING

Paper was invented by the Chinese almost 2,000 years ago. It was made from wastes of the silk industry at first. Later, bamboo and tree fibers were used in making paper.

Paper cutting is a popular folk art in China. Animals, nature scenes, heroes of Chinese history, and Chinese characters often are hand cut out of paper with small scissors or sharp knives. Some paper cuttings are used to decorate gifts while others are used as embroidery patterns for pillowcases and clothing.

Each region of China has a characteristic style of paper cuttings.

DISSCUSSION QUESTIONS

1) How is paper made?
2) What is FOLK ART?
3) Describe some other folk arts.
4) How do you think some Chinese and Chinese Americans learn paper cutting?
5) What value is there in learning an art?

3) Pass out activity sheet and go over directions.

RESOURCES AND MATERIAL(S):

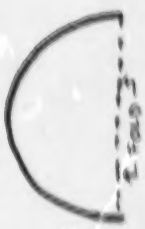
- Pictures of paper cuttings
- Activity Sheet

Reference

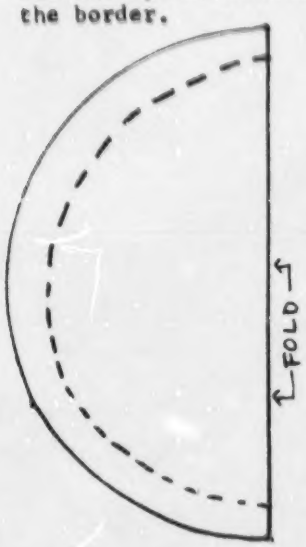
Chinese Cut-Paper Designs , Theodore Menten (ed), Dover Publications, New York, 1975.

Chinese paper cuttings

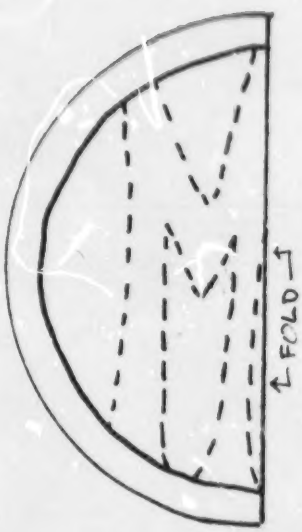
This is the Chinese character for "longevity." To make it, fold a circle in half and trace this design on the left side of the circle. Cut out the areas in black and open!



Now make a paper cutting out of your initial. Fold a circle in half, draw a border inside the edge (see picture 1) and trace your initial inside that border (picture 2). Make sure the letter touches the top and bottom of the circle. Cut out the spaces between the letter and the border.



picture 1



picture 2

From: Traditional Chinese Cut-Paper Designs, B. Melchers (Ed.), Dover Publications, New York, 1978.

GRADE LEVEL: 2-4

SUBJECT: Social Studies/Language Arts

TITLE OF LESSON: How Korea and Vietnam Were Founded - Two Myths

KEY CONCEPT(S): Myths

GENERALIZATION(S): A myth is a type of folktale that people or families tell one another. Myths are often stories involving fantastic unbelievable events. Many Asian Americans know of myths concerning their Asian heritage.

BEHAVIORAL OBJECTIVE(S):

1) Students will be able to describe a myth they have heard (e.g., Tooth Fairy, Santa Claus, etc.).

2) Students will be able to describe myths about the founding of Korea and Vietnam.

3) Students will draw pictures illustrating a scene from each myth.

TEACHING PROCEDURE(S):

1) Define myth to the class.

   . A myth is a type of story that people tell one another. Myths often have supernatural beings in them, such as fairies, dragons, she-bear, etc., and they are frequently about the creation of something.

2) What myths are you familiar with? (Tooth Fairy, etc).

   . Do you really believe in those myths?

3) Read the myth on the founding of Korea.

   . Who was Hwan-Ung?
   . What did the she-bear and tigress want?
   . What is the Korean name for their country? (Chosun)
   . What does it mean?
   . Do you think that all Korean Americans believe this story actually happened?

4) Read the myth on the founding of Vietnam.

   . What do the Vietnamese consider themselves? (Children of the Dragon)
   . For many Vietnamese and Vietnamese Americans, what does the dragon represent?

RESOURCES AND MATERIAL(S):

. Myths on the founding of Korea and Vietnam.

. Drawing paper.

. Crayons.

How Old Is Korea? (Myth and Founding of Korea)

Historians believe that Korea was founded by Mongol migrants from Manchuria in 2333 B.C. Therefore, to know exactly how old Korea is, one must add 2333 to the present year.

Most nations have myths about the origin of their country. In the Korean historical document (Samguk Yusa), the following myth can be found:

In ancient times, before there were countries as we know them, there lived a Heavenly King and his son, Hwan-Ung. Hwan-Ung wanted to leave heaven and live on earth with people. His father, the Heavenly King, examined various places on earth and chose a mountain in Asia for Hwan-Ung to live.

In those days, there lived a she-bear and a tigress also. They were tired of their forms and prayed to the Heavenly King to change them into humans. The Heavenly King decided to grant their wishes and gave them a handful of mugwart (bitter leaves) and twenty pieces of garlic to eat. He told them to offer prayers for one hundred days and then they would change into humans. The she-bear and the tigress ate the food and retired into the cave. In twenty-one days, the she-bear, who had faithfully obeyed the Heavenly King's order and prayed for one hundred days, became a woman, but the tigress remained as she was. She had failed to follow the orders of the Heavenly King.

The bear-woman prayed to the Heavenly King once more and asked for a child. Hwan-Ung, the Heavenly King's son, heard her prayers and married her. They had a son whose name was Tangoon. Tangoon grew to an adult and travelled to a land which he named Chosun: "morning freshness and calm." This name became the Korean name for their country and Tangoon is viewed as the founder of Korea.

Written By:
Chan Soon Olson

The Origin of the Vietnamese People (A Myth)

To many Vietnamese and Chinese Americans, the dragon is a symbol of nobility and wisdom. He is not a horrible creature who breathes fire and destroys houses. The dragon is seen as a powerful creature and many Vietnamese consider themselves "Children of the Dragon." This is a Vietnamese myth concerning the beginning of the people of Vietnam.

One day, over 2,000 years ago, there were no people on earth. The Dragon King who lived in Asia realized there was no one to inhabit the plains and fields of his kingdom. So he went to the mountains and visited the Queen of the Fairies. This Queen did not have wings but she was endowed with special powers. Together, the Dragon King and the Queen of the Fairies had one hundred children. Fifty of these children went with the Queen of the Fairies and started the Chinese population. The remaining fifty went with the Dragon King to the plains, which they named Vietnam. From then on, the Vietnamese have called themselves "Children of the Dragon."

ACTIVITY SHEETS & SUPPLEMENTARY MATERIALS

SUGGESTED CRITERIA FOR EVALUATING AND SELECTING ASIAN AMERICAN CLASSROOM MATERIALS

TITLE OF MATERIAL _____

GRADE LEVEL _____ CIRCLE: Fiction Non-Fiction

DATE PUBLISHED _____

ASIAN AMERICAN GROUP DEALT WITH _____

	Stereotyping	Yes				No
1.	Is there obvious occupational stereotyping? (Which occupation _____).	1	2	3	4	5
2.	Are the characters docile, uncomplaining, one-dimensional? (Not displaying a range of emotions).	1	2	3	4	5
3.	Are the Asian American women portrayed as submissive?	1	2	3	4	5
4.	Are the names and speech of the characters authentic? (Not parodying real Asian names, e.g. Fu Man Chewy, Luckee Chuckee, "Confucious Say," "Rots of Rock"...).	1	2	3	4	5
5.	Are problems confronted and handled by the Asian American characters, instead of benevolent non-Asian Americans?	1	2	3	4	5
6.	Are physical portrayals of the Asian American characters accurate and realistic? (Varying skin tones, facial features, etc.).	1	2	3	4	5
7.	Are there other instances of stereotyping, (e.g. sexism, ageism, etc.?).	1	2	3	4	5
	Informational Accuracy					
1.	Are the Asian Americans portrayed as imitation majority group Americans?	1	2	3	4	5
2.	Are the settings, behavior, speech, clothing, etc. accurate for the historical period of the story?	1	2	3	4	5
3.	Are the Asian American characters following traditional Asian customs?	1	2	3	4	5
4.	Are Asian customs and festivals emphasized enough to distort the everyday activities of Asian Americans?	1	2	3	4	5
5.	Do Asian Americans and non-Asian Americans participate together in some activities?	1	2	3	4	5

1. In general, to what degree would you recommend this material be used?

1	2	3	4	5
Not Recommended				Highly Recommended

Comments: Before writing comments, review Council on Interracial Books for Children "Asian Americans in Children's Books," Bulletin, Vol. 7, Nos. 2 & 3, 1976.

2. Other reviews of same material:

1	2	3	4	5
Negative				Positive

3. Reactions to review:

Vietnamese and Chinese New Year Information

Many Asian Americans celebrate traditional Asian holidays. The following material briefly describes the Chinese and Vietnamese traditional New Year's Celebration.

In teaching about the Chinese and Vietnamese New Year's Celebration, the student should be aware that all Asian Americans do not follow these customs or beliefs. Many Vietnamese and Chinese Americans who do celebrate the New Year may observe several variations of the customs. There is no one traditional way to celebrate the New Year; there are many.

It should also be noted that holidays and customs are only one aspect of the Asian American heritage. Students should be exposed to other aspects of the Asian American experience, (i.e. history, contributions, similarities, needs, etc.) in order to gain a more complete understanding of the Asian American heritage.

TET - The Vietnamese New Year

Lunar Calendar

TET is celebrated on different dates each year, between January and February. Many Asian countries base their holidays and festivals on the Lunar Calendar in which the months are determined by the phases of the moon. Since one phase of the moon (from new moon to old moon) is shorter than a solar month, the Lunar year comes out shorter than a solar year. Adjustments must always be made in the Lunar Calendar to keep pace with the seasons. Therefore, New Year's Day falls at different times on the Solar Calendar.

In the Lunar Calendar, the years are named after 12 animals. The animal zodiac begins with the Mouse and is followed by the Ox, Tiger, Cat, Dragon, Snake, Horse, Goat, Monkey, Rooster, Dog, and Boar. The Chinese Lunar Calendar has the year of the Hare instead of the Cat. 1978 is the Year of the Horse, the next year will be the Year of the Goat. It is believed that each person born in the year of a certain animal bears the characteristics of that animal (see the Lunar Zodiac Information for description of these characteristics).

TET Activities

Weeks before the actual New Year's Day, preparation and celebrations for the TET begins. The home is thoroughly cleaned and decorated with flowers. New clothes, flowers, presents and much food are bought for the TET. Food offerings are placed on the alter for the ancestors.

TET is a time for giving and for paying off debts. It is considered bad luck to owe money during the TET. TET is also a time for correcting all faults, forgiving others, and making friends out of enemies. At this time, employers often give their employees bonuses.

At noon on New Year's Day, everyone stops their preparation and goes home. A special ceremony is held in the afternoon. The deceased relatives are invited to visit the family for a while to celebrate TET.

At midnight on New Year's Eve, a ceremony (Giao Thua) is held in which the ancestors and spirits are offered sacrifices on a candle-lit alter. Firecrackers, welcoming the New Year and scaring away bad spirits, can be heard. The family places incense before the alter and prays for the prosperity of the new year.

In the morning, the family dresses in their new clothes. Special foods are prepared and placed on the alter for the ancestors who are visiting.

Everyone offers New Year wishes and lucky red envelopes of money are given to the children. Visitors are welcomed and given New Year's refreshments.

In a few days, the Vietnamese believe that their ancestors leave. Businesses begin to re-open and daily life begins again.

Activity Suggestions

1) Often Vietnamese and Vietnamese Americans decorate their homes with New Year phrases on red backgrounds. Students can make TET decorations by drawing the following words on red paper:

   PHUOC LOC THO....(Happiness, Prosperity, Longevity)

   CHUC MUNG NAM MOI....(Best Wishes for the New Year)

2) Read legends related to traditional TET customs.

   a) "The Legend of the Apricot Tree,"
   "The Legend of the Firecrackers," and
   "The Legend of the Narcissus," Vietnamese New Year Kit,
   Asian American Studies, Berkeley, 1977.

   b) Bánh Chung Bánh Day, The New Year's Rice Cakes, Indochina Resource Center, Washington, 1972.

The Chinese New Year

Many Chinese Americans celebrate the Chinese New Year. New Year's Day varies from year to year since it is based on the Lunar Calendar (see the TET Information for a description of the Lunar Calendar).

Weeks before New Year's Day, preparation for the celebrations begins. All debts must be paid by sunrise on New Year's Day.

A few days before the new year, the stove god is sent to heaven to report on the family. Usually the stove god is represented by a colored woodcut of a young man or a piece of red paper with writing. The stove god is responsible for the household luck of the family during the year. On this day of his departure, the family offers him sweet and sticky rice to help keep his mouth shut so he can't give a bad report on the family. Sometimes wine is offered to get him in good spirits.

The figure of the stove god is taken off the wall of the kitchen and burned. On New Year's Eve, he returns in the form of a new figure.

Days before the new year, the house is thoroughly cleaned; everything is washed and swept. No cleaning can be done in the first few days of the new year. The house is decorated with many flowers and New Year's sayings are hung on walls.

Special good luck foods are prepared for several days. Lucky foods are those that look like something desirable (like money) or those that have names that sound like lucky words. Tangarines are lucky foods because their Chinese name sounds like the Chinese word for lucky.

On New Year's Eve, the family makes offerings to the ancestors. Firecrackers are shot to frighten evil spirits away. Incense and paper spirit money are burned to call the spirits of the ancestors. The paper money is burned so that the spirits can buy the food and clothes they need to live in the spirit world. Food is offered to the spirits at the family alter.

After respects to the ancestors have been made, the family sits down for the big New Year's feast.

Children are given little red envelopes of lucky money by their parents. All married people generally give lucky money to their unmarried relatives. The envelopes often have a wish on them indicating a wish for prosperity, health, luck, peace, happiness, etc.

On New Year's Day people are careful about anything they say or do since this day sets the pattern for the whole year. Care is taken to avoid unpleasant subjects and people are careful not to break things.

Visitors always bring sweets and fruits on New Year's Day and are welcomed at houses. Parades are common on this day. Lion and dragon dances are performed in the streets. The New Year's Lion is a large figure. Usually one person holds its head while others act as the body. Such lions roam the streets and dance in front of stores. The store keeper usually gives the dancers a red envelope of lucky money in return for the good luck the lion brings.

Several days after New Year's Day, life returns to its normal pattern.

Activity Suggestions

1) Use the New Year's activities and read stories related to the New Year from The Chinese Cultural Resource Book, Irene Kwok, National Assessment and Dissemination Center, Fall River, 1976.

2) Read Rice Cakes and Paper Dragons, Seymour Reit, Dodd, Mead and Co., New York, 1973.

YEAR OF THE RAT

1900	1948
1912	1960
1924	1972
1936	1984

People who are born in the Year of the Rat are hard working, thrifty, and intuitive people. They have great personal charm, and strive for the better things in life. They are inventive and creative. There is a tendency for Rat Year people to be jealous, especially in love. They are narrow-minded people and are easily angered, but can maintain considerable self-control. A Rat Year child born in the day will have a rich and easy future, but a child born during the night can expect a life of hard work. Rat people are ambitious and honest but are prone to gossip which may offend some of their friends.

Dragon, Monkey, or Ox people are most tempermentally suited to the Rat people. Those born in the Year of the Horse are unsatisfactory partners.

YEAR OF THE OX

1901	1949
1913	1961
1925	1973
1937	1985

People born in the Year of the Ox are patient, serene, strong and dependable. Although they are good listeners, they anger easily and may become dangerous. Ox Year people tend to be uncommunicative yet can be very eloquent when necessary. People born in this year are stubborn and hate to fail in anything they attempt. They are quick witted, exceptionally clever with their hands, and can do a variety of things. Ox Year people generally lead successful lives.

Serpent, Rooster, and Rat people are best suited for people born in the Ox Year. A relationship with a person of the Sheep Year would be disasterous.

虎

YEAR OF THE TIGER

1902	1950
1914	1962
1926	1974
1938	1986

Tiger Year people have lives that go from one extreme to the other. They are sensitive and independent yet possess short tempers. Tiger Year people are compassionate, sympathetic and considerate to those they like, however, they can be a powerful and dangerous enemy. People who are older or who possess higher authority often pose as threats to Tiger Year people. Selfishness and suspicion are their greatest faults. Usually people born in the Year of the Tiger have jobs which require much thinking and careful planning.

Tiger Year people are well matched with people born in the Dragon, Horse, or Dog Years, but are ill matched with Monkey or Snake Year people.

兔

YEAR OF THE HARE
YEAR OF THE CAT

1903	1951
1915	1963
1927	1975
1939	1987

Hare Year people lead lucky and financially successful lives. They are ambitious and talented in many business areas. They are gamblers but usually pick winners.

Sheep, Boar or Dog Year people are better matches than Rat or Rooster Year people.

The Year of the Hare is found in the Chinese Zodiac.

Cat Year people are very ambitious and talented. They tend to have exquisite tastes, and have a tendency to become melancholy. They are also conservative, and do not usually rush into a venture. Their lives are placid and steady.

The Vietnamese Zodiac has the Year of the Cat instead of the Year of the Hare.

龍

YEAR OF THE DRAGON

1904	1952
1916	1964
1928	1976
1940	1988

People born during the Dragon Year are usually healthy and energetic. They possess short tempers, and can be quite stubborn, however, they are basically honest, gentle, and brave. In the Chinese Zodiac, the Dragon symbolizes life and growth.

Rat, Monkey, Snake, or Rooster Year people are most compatible with Dragon Year people.

蛇

YEAR OF THE SERPENT

1905	1953
1917	1965
1929	1977
1941	1989

Serpent Year people are usually extremely wise. They are meditative, and tend to be vain and somewhat selfish. Generally attractive in appearance, Serpent Year people are graceful and passionate.

Ox or Rooster Year people are best suited for people born in the Year of the Serpent. Tiger, Boar, or Monkey Year people are incompatible with them.

YEAR OF THE HORSE

1906	1954
1918	1966
1930	1978
1942	1990

People born during the Year of the Horse possess cheery dispositions, and are generally well liked by others. They are wise but impatient, and have a tendency to talk too much. Horse Year people are independent, and are hot blooded in their relationships with others.

Tiger, Dog, and Sheep Year people provide the best relationships, while Rat Year people provide the worst companionship for the Horse Year people.

YEAR OF THE RAM

1907	1955
1919	1967
1931	1979
1943	1991

Ram people are extremely gentle and intelligent. They tend to be over-timid and pessimistic but are highly talented in art fields. Ram Year people generally lead comfortable lives.

The best suited partners for Ram Year people are Hare, Boar or Horse people. The Dog Year people are ill suited for them.

猴

YEAR OF THE MONKEY

1908	1956
1920	1968
1932	1980
1944	1992

Skillful, talented, and flexible, Monkey Year people are practical and creative. Though they are strong-willed, their tempers cool quickly. Monkey Year people tend to be loving, and do well in large organizations.

Monkey Year people are attracted to Dragon, Rat, Hare, Sheep, or Dog people, and are incompatible with those born under the Serpent, Boar, and Tiger years.

雞

YEAR OF THE ROOSTER

1909	1957
1921	1969
1933	1981
1945	1993

People born in the Rooster Year are enthusiastic and extremely brave. They are deep thinkers, and are ambitious in their jobs. They are selfish, bold, and distrustful, yet they are capable of attracting loyal and close friends.

Ox and Serpent Year people match well with Rooster people, but Dragon Year people are ill suited for them.

YEAR OF THE DOG

1910	1958
1922	1970
1934	1982
1946	1994

Dog Year people are sincere and honest. Other people often confide in them knowing their secrets will be kept. Dog people are critical and stubborn, but are loyal friends.

Relationships with Horse, Tiger and Hare Year people are stable, however, relationships with Dragon and Sheep Year people are not.

YEAR OF THE BOAR

1911	1959
1923	1971
1935	1983
1947	1995

Boar Year people are gallant and polite. They have tremendous self-will strength, and are kind and affectionate. Although they have short tempers, Boar people hate to argue. They are generally well informed people, and rarely seek help from others.

Rabbit and Sheep Year people provide the best companionship for Boar Year people, whereas Snake people often provide the worst companionship.

H	T	U	O	M	D	W	K	A	S
X	B	R	Y	U	C	A	N	D	H
S	P	D	R	L	G	F	I	S	O
A	A	J	Q	K	X	I	K	A	E
T	P	B	N	O	U	S	E	P	S
A	W	K	Q	G	H	X	Q	P	B
N	I	S	H	I	N	I	K	E	O
G	L	Z	C	B	C	G	I	A	Y
J	G	F	W	J	A	O	T	Q	E
E	K	M	U	I	N	D	M	S	R
T	A	O	Q	B	D	L	O	Z	I
M	I	M	F	S	Y	N	H	A	C
A	P	P	L	E	L	Q	C	T	E

These are the Korean and Vietnamese words for the English words in the center. Find all of these words in the word find above.

Korean	English	Vietnamese
Sa-tang	Candy	Kẹo
Sa-kwa	Apple	Táo
Pap	Rice	Cơm
Mul ko gi	Fish	Cá
Jib	Mouse	Nhà
Ko	Nose	Mũi
Ib	Mouth	Mồm
Kae	Dog	Chó
Shin	Shoes	Giầy

ASIAN AMERICAN WORD FIND

V	K	Q	B	H	J	R	N	S	T
T	I	C	H	I	V	I	A	H	A
I	T	E	R	S	J	C	I	A	E
N	E	M	T	A	A	E	S	R	C
I	S	N	K	N	P	L	A	I	U
K	N	V	D	R	A	G	O	N	L
L	T	O	N	G	N	M	T	G	T
I	C	H	I	N	E	S	E	Z	U
N	Y	R	S	P	S	G	A	S	R
G	O	K	O	R	E	A	N	W	E
Z	O	T	E	T	S	H	O	Y	U
W	X	O	N	I	P	I	L	I	P

Shoyu*	Zori	Kites	Asian	Japanese
Tea	Wok	Sharing	Culture	Vietnamese
Rice	Isa (1)*	Tet*	Chinese	Korean
Tinikling*	Ichi (1)*		Pilipino	Dragon

*Shoyu - Japanese word for soy sauce

*Tinikling - Pilipine dance

*Isa - Pilipine (Tagalog) word for "one."

*Ichi - Japanese word for "one."

*Tết - Vietnamese New Year

Name_____

1

Paula made 15 leis and gave 4 to a visitor. Then she gave 3 to her mother. She gave the rest of her leis to Mr. Oba, the newspaper man. How many leis did Mr. Oba have?

2

The Mori family ate at a Japanese restaurant. They had 2 bowls of rice for $.50 each, 3 orders of chicken teppanyaki at $5.95 each, and 1 order of shrimp tempura for $5.75. How much did the Moris spend?

3

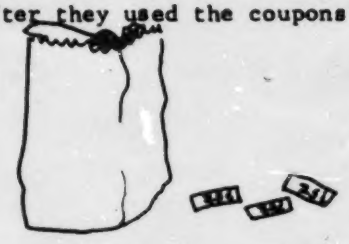
The Mori family planned to spend only $30.00 for dinner. How much did they have left after eating at the restaurant?

4

Mr. Nguyen takes his son, Hai, to school at 8:00 A.M. every morning. Mrs. Nguyen picks him up after school at 2:30 P.M. in the afternoon. How many hours does Hai spend in school?

5

Mr. Perez and his daughter, Liza, went to the Pilipine grocery store in their neighborhood. They had 3 coupons worth $.25 each, and bought $3.50 worth of groceries. How much money did they spend after they used the coupons?



6

Lien, is 3 years old and her sister, Shelly, is 7. When Lien is 10 years old, how old will Shelly be?

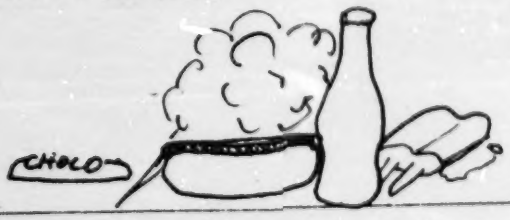
Name _____

1

Mr. Hayashi needs 4 chickens to make teriyaki for the family. If each chicken costs $1.50, how much would the dinner cost?

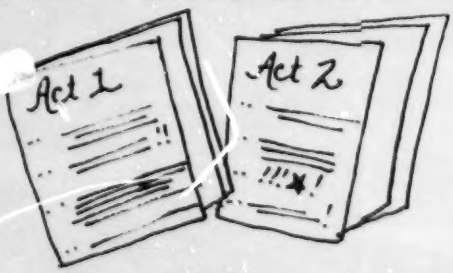
2

Carol and Roy took their little sister, Sue Ae, to the fair. They ate 3 popsicles for 60 cents, 2 hotdogs for $1.00, 3 candybars for 45 cents, 3 cotton candy sticks for 75 cents, and one bottle of pop for 35 cents. How much money did they spend at the fair?



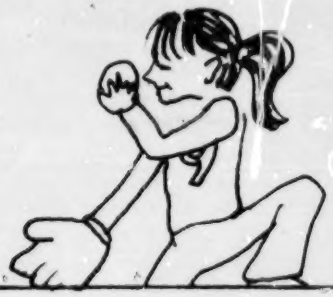
3

Sachiko is an actress. She has to learn 5 pages of a script a day. How many pages would Sachiko have to learn at the end of a 5 day week?



4

Marie Paik pitched eight games out of 15 for her baseball team. Her brother, Jeff, pitched the rest of the games. How many games did he pitch?

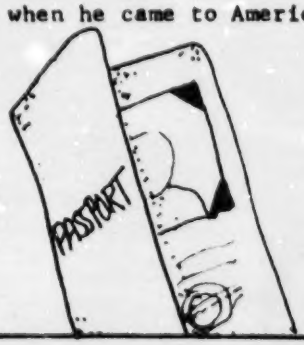


5

In 1882, Mr. Chen was in the United States with his two sons. His wife, mother, father, and two daughters were still in China and unable to join Mr. Chen. How many members were in the Chen family?

6

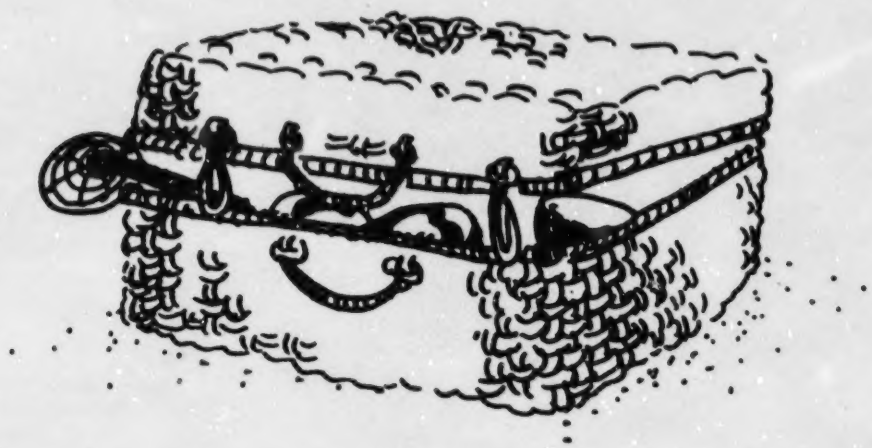
Dac Nguyen was born in 1943 in South Vietnam. How old was he when he came to America in 1975?



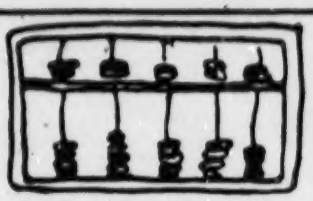
CONTENTS OF THE ASIAN AMERICAN CULTURE BOX

The Asian American Culture Box has proven to be an effective teaching resource, and can be easily reproduced. These are the items used in the Asian American Resource Center's Culture Box; however, other objects related to the Asian American experience can be included. The following page describing the items might be helpful to teachers and could be included with each box.

1. Abacus (or Soroban)
2. Bamboo flute (Ti-tzu)
3. Chinese chopsticks
4. Chinese New Year red envelope
5. Choguri (Origami)
6. Deep fry utensil
7. Dragon
8. Folding fan
9. Getas
10. Go mu shin
11. Japanese chopsticks
12. Kite poster
13. Korean purse
14. Rice paddle (Shamoji)
15. Soy sauce bottle
16. Soup bowl
17. Soup spoon
18. Tea cup
19. Tea strainer
20. Zori



ASIAN AMERICAN CULTURE BOX OBJECTS

① 

Some Asian Americans can add and subtract on the abacus very quickly. The abacus is an Asian instrument used for computing mathematical problems.

②

Chinese flutes are usually made of bamboo tubes bound with silk strings. This is a children's replica of the authentic flute, called Ti-tzu in Mandarin.

③

Chinese chopsticks are larger than Japanese chopsticks, they are squared at the top and round at the bottom. Japanese chopsticks taper to a point at the bottom.

④

Some Chinese American children receive little red envelopes containing money from their relatives on the Chinese New Year. The character on this envelope means "Happiness."

⑤

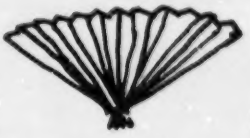
Some Korean American children have a jacket or blouse called a "choguri." This one is made by folding paper.

⑥

This utensil is used by many Asian Americans in cooking. This ladle is used to scoop food from oil when deep frying.

⑦

This dragon is a symbol of wisdom and strength for many Chinese and Vietnamese Americans. There is a year of the dragon in the Asian zodiac system.

⑧ 

The fan is used by some Japanese Americans for traditional Japanese dances.

⑨

Getas is the Japanese word for these wooden sandals. Some Japanese American children wear them for traditional Japanese celebrations.

⑩

"Go mu shin" are Korean shoes. Some Korean American children have these rubber shoes.

11

See card #3 on Chinese chopsticks.

12

Kites were invented by the Chinese over 2,000 years ago, and are a part of many Asian American children's lives today. There are many different shapes and designs for kites.

13

This is a Korean purse used by both girls and boys. The strips are the traditional Korean colors.

14

Rice is part of many Asian Americans meals. A rice paddle (or "shamoji" in Japanese) is used to scoop the hot rice from the pot.

15

Many Asian American meals use soybean products. Soy sauce is a salty sauce made from soybeans and is often used in Asian American dishes. This bottle pours soy sauce from two spouts.

16

Many Asian Americans eat noodles, soup, and some rice dishes from a soup bowl that looks like this. The lid covers the food and keeps it warm.

17

This is a soup spoon. Many Chinese Americans use this to eat soup.

18

Many Asian Americans drink tea from a small tea cup shaped like this.

19

This bamboo tea strainer is used by some Asian Americans to strain tea from tea leaves.

20

"Zori" is the Japanese word for thongs or sandals many Asian Americans and other Americans wear.

ASIAN AMERICAN BINGO GAME

This game was developed with the purpose of introducing students to some aspects of the Asian American heritage. Many of these objects are shared by the various Asian American ethnic groups, although there are some that are unique to a specific Asian American group. Comparisons can be made between the use of the Asian American objects and the non-Asian American objects by playing the game and learning the objects.

1) Mimeo enough sheets of the bingo pictures so that each student will have nine picture squares and the bingo title.

2) Have the students cut their own nine squares and glue them on cardboard or construction paper. The squares should be arranged three across and three down. Make sure no two students have the same picture arrangement.

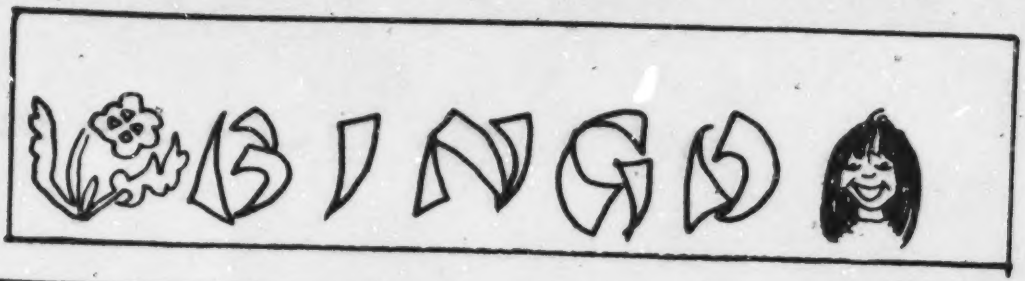
3) Have the students cut out a bingo title, and glue to the top of their board.

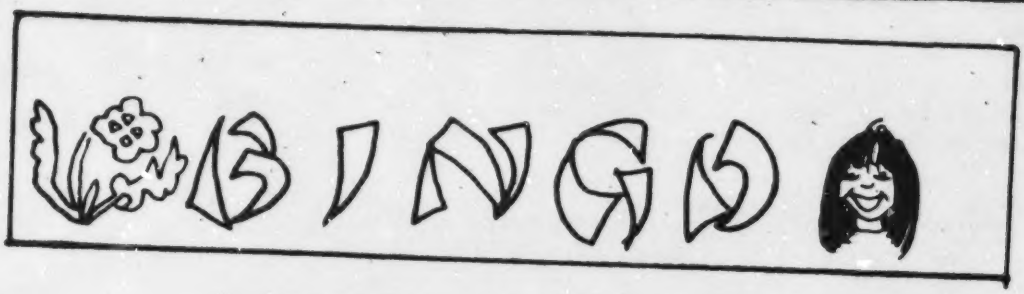
4) Students can color their own bingo boards.

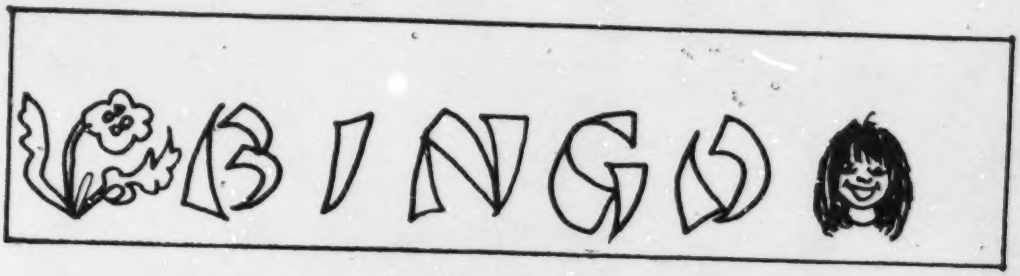
5) Mimeo one set of the calling cards, and glue each picture to the cardboard cards.

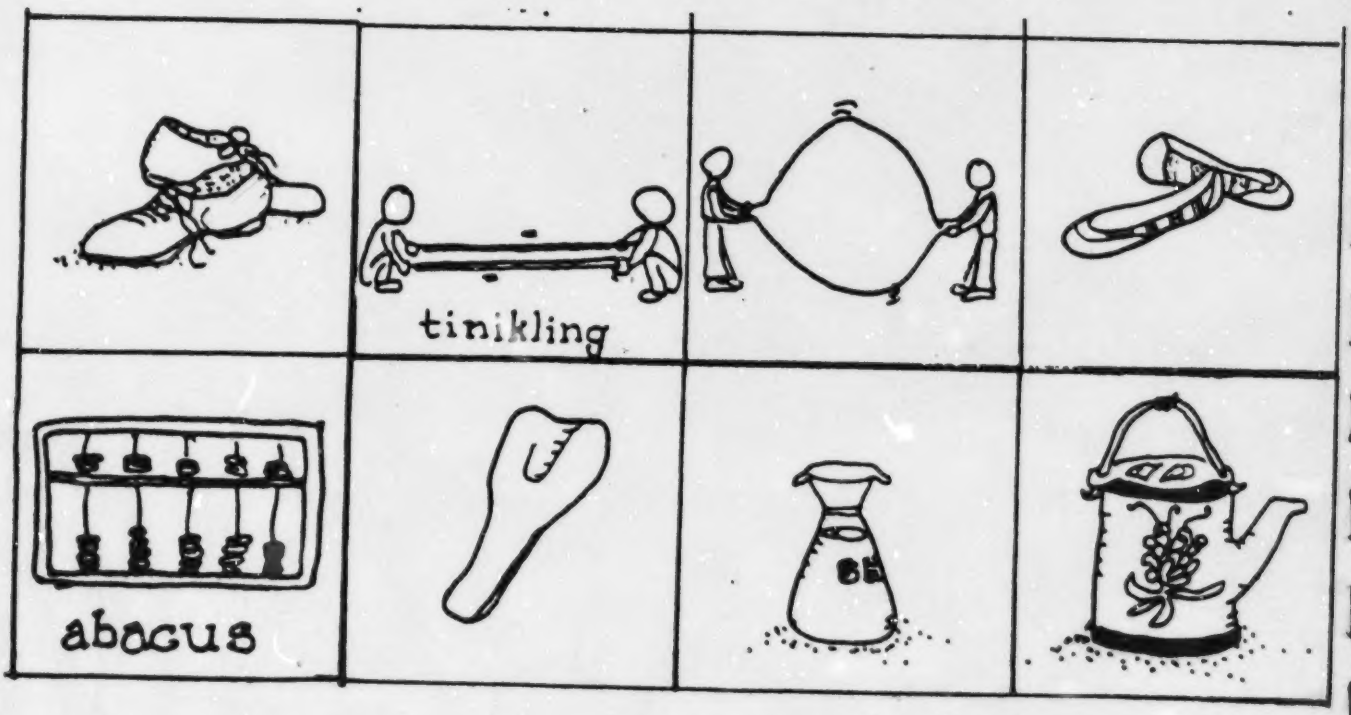
6) Cut out little cardboard pieces for the markers.

7) Play the game as a regular Bingo Game. It might help to review the objects on their boards before playing the game.


BINGO


BINGO


BINGO


tinikling
abacus

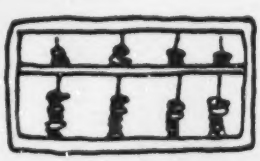
6
rice bowl
Asian
wok
soup bowl
soup bowl
Yute
Checkers
zori
Eono
tea cup
sipa ball

Eono

Eono (Ā-ōh-nō) is the Hawaiian word for number six.

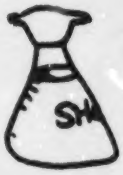
sipa ball

Sipa means "kick". This hollow rattan ball is used to play a Pilipine game similar to tennis. Players must only use their knees, legs and feet to kick the ball over the net to the opponent.



Some Asian Americans can add and subtract on the abacus very quickly. The abacus is an Asian instrument used for solving problems just as a caculator is used.

The Chinese and Japanese Character for the number six is written like this. The name of the number is different in Chinese and Japanese though.



Many Asian American meals use soybean products. Soy sauce, or "shoyu" in Japanese, is a salty sauce often used in cooking Asian American dishes. This bottle pours shoyu from two spouts.

Rice is part of many Asian American's meals. A rice paddle, or "shamoji" in Japanese, is used to scoop the hot rice from the pot.

A "wok" is a Chinese cooking pan. It is shaped like a bowl for easy stir/fry cooking which some Chinese Americans do. The bottom ring fits right over the burner on a stove. Other Americans also use the wok for cooking.

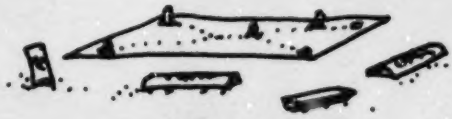
"Tinikling" is a dance that some Pilipino-Americans know. It takes skill to dance between the clapping bamboo poles without getting caught.

"Zori" is the Japanese word for the thongs or sandals many Asian Americans and other Americans wear. Many stores sell rubber zoris in the summer for beach wear.

Asian soup bowl

Many Asian Americans eat noodles, soup, and some rice meals from a soup bowl that looks like this. The top is a lid that covers the food and keeps it warm.

Kites are part of some Asian American children's lives. Other American children also fly kites. Kites were invented by the Chinese over 2,000 year ago. They were used for fishing and many other things.

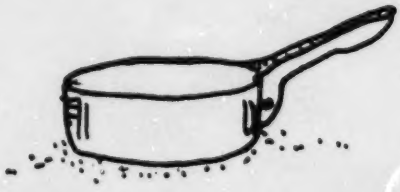


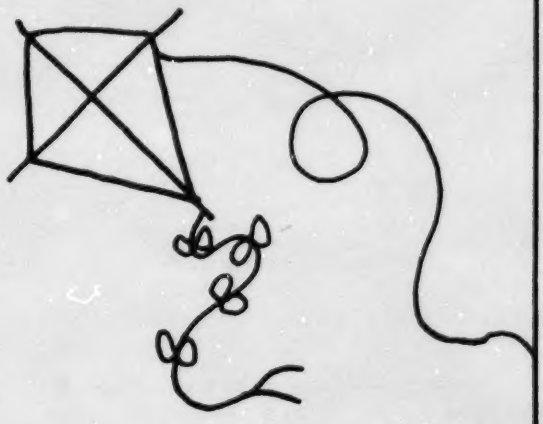
Yute

Many Korean Americans play this Korean game, yute (or Yut). Players toss the yute sticks and move according to their landing position. This picture has 3 backs and 1 face showing which allows 1 move.

Checkers

Many people know how to play checkers. The player who captures all the opponent's pieces is the winner.

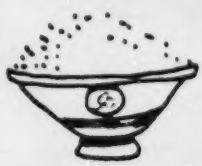




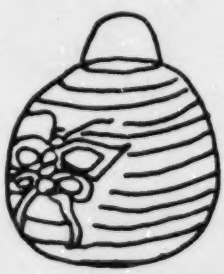
The Chinese teapot may be found in many Asian American homes. Tea is a popular drink for many Asian Americans, and for many other Americans too.

Instead of using a coffee cup or mug, many Asian Americans drink tea from a small tea cup shaped like this.

This is a soup spoon. The part that holds the soup is bigger than the part of most soup spoons. Some Asian Americans use these instead of other spoons. Also, many people use forks for eating just as many Asian Americans use chopsticks.

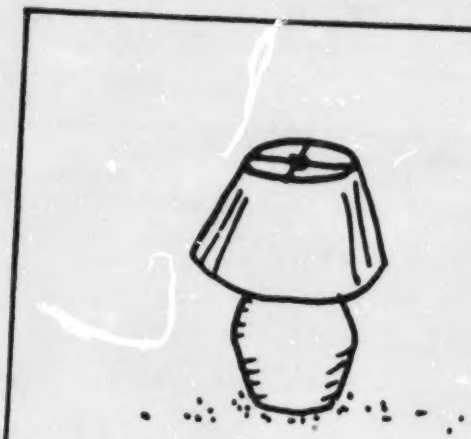


"Gohan chawan" means rice bowl in Japanese. "Gohan" means cooked rice, "chawan" means bowl. Many Japanese Americans and other Asian Americans eat rice from these bowls.

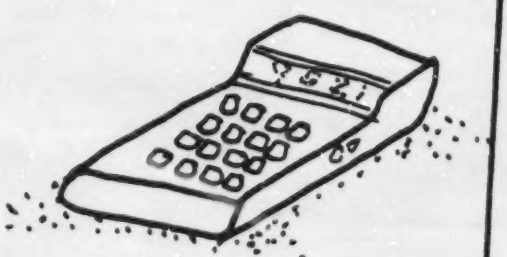


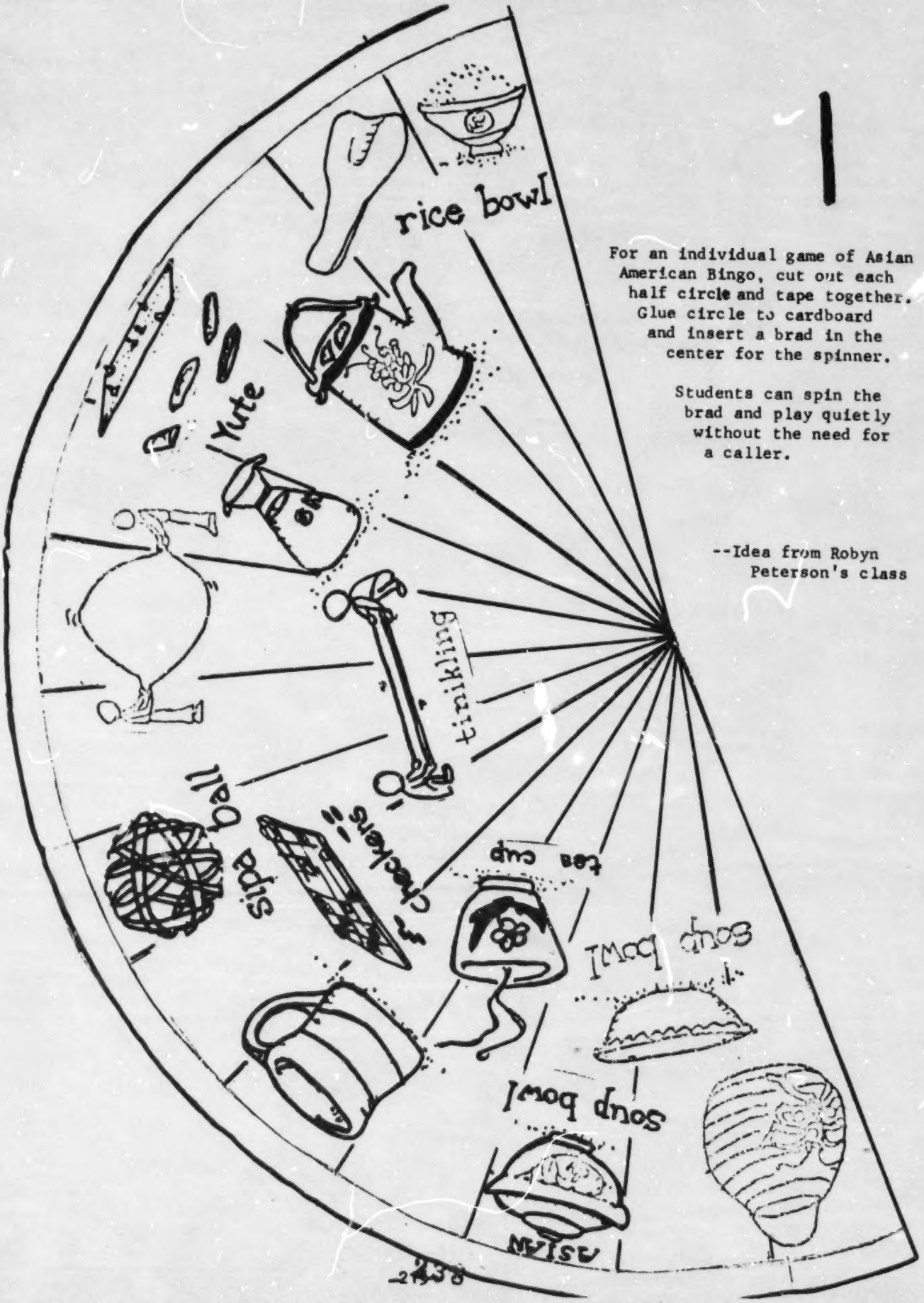
These lanterns can often be seen at Asian festivals or restaurauts, usually as decorations, although sometimes lights are put inside.

"Go Mu Shin" are Korean children's shoes. They are sometimes brightly colored and made of rubber.



soup bowl





1

For an individual game of Asian American Bingo, cut out each half circle and tape together. Glue circle to cardboard and insert a brad in the center for the spinner.

Students can spin the brad and play quietly without the need for a caller.

--Idea from Robyn Peterson's class

zori
abacus
wok
Eono
(first part)
(last part)

Asian American Concentration Game

This game was developed with the purpose of introducing students to some aspects of the Asian American heritage. It is played as a regular concentration game is played: two cards are turned over in order to get a match.

1) Mimeo one sheet of concentration objects.

2) Glue to cards of the same size.

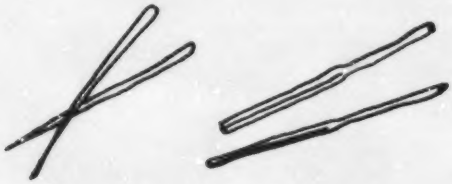
3) Students will place all the cards face down and take turns turning over two cards to find a match.

4) When two cards match, the student removes them. The winner is the person with the most cards.

Asian American Concentration Game

Many Asian American meals use soybean products. Soy Sauce, or "shoyu" in Japanese, is a salty sauce often used in cooking Asian American dishes. This bottle pours shoyu from two spouts.

Rice is part of many Asian American's meals. A rice paddle, shaped like this, is used to scoop the hot rice from the pot.



Many people use forks for eating just as many Asian Americans use chopsticks. Chinese chopsticks are larger than Japanese chopsticks, they are squared at the top and round at the bottom. Japanese chopsticks are round at the top and taper to a point.

A "wok" is a Chinese cooking pan. It is shaped like a bowl for easy stir/fry cooking which some Chinese Americans do. The bottom ring fits right over the burner on a stove. Other Americans also use the wok for cooking.

The Chinese teapot may be found in many Asian American homes. Tea is a popular drink for many Asian Americans, and for many other Americans too.

This is a soup spoon. The part that holds the soup is bigger than the part of most soup spoons. Some Asian Americans use these instead of other spoons.

over

"Zori" is the Japanese word for the thongs or sandals many Asian Americans and other Americans wear. Many stores sell rubber zoris in the summer for beach wear.

Instead of using a coffee cup or mug, many Asian Americans drink tea from a small tea cup shaped like this.

Kites are a part of some Asian American children's lives. Other American children also fly kites. Kites were invented by the Chinese over 2,000 years ago. They were used for fishing, and many other things.

"Gohan chawan" means rice bowl in Japanese. "Gohan" means cooked rice, "chawan" means bowl. Many Japanese Americans and other Asian Americans eat rice from these bowls.

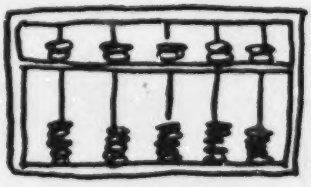
243

244

Name These Asian American Objects

Read the words in the middle of the page and draw a line from each word to the picture it describes.

1. Rice bowl
2. Zori
3. Asian kite
4. Go Mu Shin
5. Asian lantern
6. Tea cup
7. Asian soup bowl
8. Wok
9. Tinikling
10. Chinese/Japanese Number 6
11. Abacus
12. Chopsticks and soup spoon



COUNTING IN KOREAN

1. Hana (ha-na)
2. Dool
3. Shet (s-het)
4. Net
5. Dasawt (da-sawt)
6. Yawsawt (ya-sawt)
7. Ilgop (il-gōp)
8. Yawdawl (ya-doll)
9. Ahop (a-hōp)
10. Yawl

1) Hana + Hana = _____.

2) Dasawt + Shet = _____.

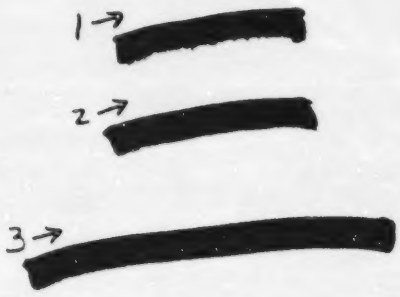
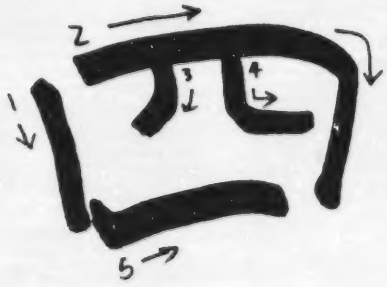
3) Yawl - Dool = _____.

4) Ahop - Net = _____.

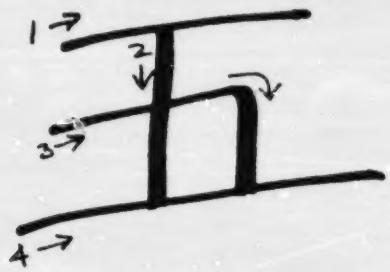
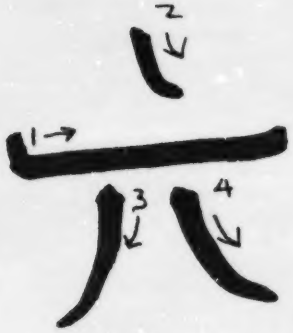
5) Net + _____ = Ilgop.

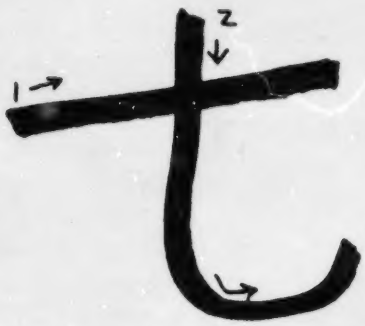
① One	Ichi
② Two	Ni

247

③ Three	San
	
④ Four	Shi
	

248

⑤ Five	Go
	
⑥ Six	Roku
	

⑦ Seven	Shichi
	
⑧ Eight	Hachi

250

⑨ Nine	Ku
⑩ Ten	Ju

Asian American Resource Center
North End School
27 E. Geranium
St. Paul, MN 55117

I. Pre-School and Primary Levels

COUTANT, HELEN. FIRST SNOW. Knopf, 1974. A Vietnamese American girl discovers that her grandmother is dying and searches for its meaning. Only a limited amount of information is given about Vietnamese American life, yet this book is one of the first of its kind.

JAYNES, RUTH. FRIENDS! FRIENDS! FRIENDS! Bowmar Publishing Corporation. A story about friends illustrated with Kodachrome pictures. *JACP*

MIZUMURA, KAZUE. IF A BUILT A VILLAGE. T.Y. Crowell Co., 1971. Superb art and poignant narrative with good learning content. *JACP*

MIZUMURA, KAZUE. IF I WERE A CRICKET. T.Y. Crowell Co., 1973. A primary science book with outstanding art. *JACP*

MIZUMURA, KAZUE. IF I WERE A MOTHER. T.Y. Crowell Co. Concerning animal and human motherhood. *JACP*

PELLETT, ELIZABETH, et. al. A MAN IS... Aardvark Media, 1974. Excellent multi-ethnic and non-sexist content. *JACP*

PELLETT, ELIZABETH, et. al. LEARNING IS... Aardvark Media, 1974. Excellent multi-ethnic and non-sexist content. *JACP*

UCHIDA, YOSHIKO. THE BIRTHDAY VISITOR. C. Scribner's, 1975. Well-illustrated story of a Japanese American family in the 1930's to read to the young.

WYNDHAM, ROBERT, ed. CHINESE MOTHER GOOSE. World, 1968. Imaginative, richly colored paintings accompany traditional Chinese rhymes, riddles, and games similar to Mother Goose.

YASHIMA, TARO. UMBRELLA. Viking, 1963. (Grades K-3) A Japanese girl living in New York receives an umbrella for her birthday and waits impatiently to use it.

YASHIMA, TARO AND MITSU. MOMO'S KITTEN. Viking Press, 1961. A poignant story of a little girl's cat who has kittens.

II. Elementary Level

BALES, CAROL ANN. CHINATOWN SUNDAY: THE STORY OF LILLIAN DER. Reilly and Lee, 1973. The daily life of ten-year-old Lillian Der in a middle-class Chicago suburb is presented through photographs and taped interviews with Lillian and her family.

BONHAM, FRANK. MYSTERY IN LITTLE TOKYO. Dutton, 1966. (Grades 4-6) Two Japanese American children solve a mystery and heal a long-standing neighborhood feud while staying with their grandparents in the little Tokyo area of Los Angeles.

CROSS, JENNIFER. JUSTICE DENIED: A HISTORY OF THE JAPANESE IN THE UNITED STATES. Scholastic, 1972. The story of discrimination against the Japanese immigrants in the United States, with special attention to the World War II internment.

Ethnic Understanding Series

EUS-001 ASIAN AMERICAN PEOPLE AND PLACES. Consists of 9 stories for grades 3-6. Provides a basic introduction to contemporary Asian American life styles. A variety of roles and occupations: Chinese produce men, Samoan minister, Korean teacher, Pilipino doctor and a Japanese strawberry farming family. Offers a different view of America from the perspective of Asian Americans. The stories, which are geared for varying reading abilities, are accompanied by a 54-page resource guide. *JACP*

EUS-002 EAST/WEST ACTIVITY. Composed of four large sheets which can be used as display posters or cut up into separate activities. The projects, which include Chinese character writing, Japanese origami, Pilipino sipa balls and Hawaiian poi are primarily a lesson in cultural universality emphasizing activities in different cultures. The educator must be careful not to turn the lesson into examples of the "exotic Orient." *JACP*

RAINBOW ACTIVITIES. Creative Teaching Press, Inc., 1977. Fifty multi-cultural/human relations experiences under four categories: cultural pluralism, self-image, values and feelings. There are some activities showing Asian American influences. The book was developed by Seattle Public School District No. 1.

REKDAL, C.K. AND B.S.L. KAN. JING HO HAUK HO #1. Fortune Cookie Press, 1976. A good make it, do it and learn it book containing fourteen Chinese activities for children. *JACP*

REKDAL, C.K. AND B.S.L. KAN. JING HO HAUK HO #2. Fortune Cookie Press, 1976. Additional activities in a sequal to the first book. *JACP*

SASAKI, JEANNINE AND FRANCES UYEDA. CHŌCHŌ IS FOR BUTTERFLY. Uyeda Sasaki Art, 1975. Japanese-English primer written with the intent of teaching children a few words in Japanese. *JACP*

SHEPARD, MARY AND RAY. VEGETABLE SOUP ACTIVITIES. Citation Press, 1975. Created from the television show, "Vegetable Soup." Contains multi-ethnic crafts, games, recipes, language activities, questions and recommended children's books. Comes with Parent-Teacher Guide Book.

UCHIDA, YOSKIKO. JOURNEY TO TOPAZ. Scribner, 1971. (Grades 4-6) The author recalls her own childhood as a Japanese American in a U.S. internment camp at Topaz, Utah.

UCHIDA, YOSHIKO. THE PROMISED YEAR. Harcourt, Brace and Co., 1959. A story of a Japanese girl who comes to spend one year with her aunt and uncle.

UCHIDA, YOSHIKO. SAMURAI OF GOLD HILL. Scribner, 1971. A boy escapes from Japan to become part of the first group of Japanese to settle in the United States.

III. Junior High Level

CHU, DANIEL AND SAMUEL. PASSAGE TO THE GOLDEN GATE. Doubleday, 1967. An easy-to-read history of Chinese Americans from the mid-1840's to 1910 including chapters on railroad building and anti-Chinese agitation. Illustrations and maps are, also, included.

CONRAT, MAISIE AND RICHARD. EXECUTIVE ORDER 9066. California Historical Society, 1972. A pictorial essay of the internment of 112,000 persons of Japanese ancestry during World War II.

DOWDELL, DOROTHY AND JOSEPH. THE JAPANESE HELPED BUILD AMERICA. Messner, 1970. A historical account of a Japanese family that migrated to California in 1855 and the economic and discrimination problems which they encountered.

HOUSTON, JEANNE WAKATSUKE AND JAMES. FAREWELL TO MANZANAR. Bantam, 1973. A true story of Jeanne and her family during their imprisonment in Manzanar, an internment camp, and their life after World War II. *JACP*

ISHIGO, EST LLE. LONE HEART MOUNTAIN. Anderson, Ritchie and Simon, 1972. Sketches and text from behind the barbed wire. The author is a Caucasian who chose to accompany her Japanese American husband into the camp. *JACP*

LITTLE CITIZENS SPEAK. A reproduction of essays by 7th grade students of Topaz, Utah, telling of their feelings about the concentration camp experience. *JACP*

SONE, MONICA. NISEI DAUGHTER. Atlantic Monthly, 1953. An autobiography of a Nisei (second generation Japanese American) woman through her childhood struggles with complicating culture and language, into the concentration camps of World War II, and relocation after camps. A good book for developing a feeling for the social adaptation of a Nisei girl.

WARTIME HYSTERIA: THE ROLE OF THE PRESS IN THE EVACUATION OF 110,000 PERSONS OF JAPANESE ANCESTRY. A reproduction of news articles appearing in newspapers following the bombing of Pearl Harbor in 1941. *JACP*

YEP, LAURENCE. DRAGON WINGS. Harper and Row Publishers, Inc., 1977. Story of a Chinese immigrant and his son, who in the early 1900's dream of building a flying machine and succeed. In America, they are faced with prejudice and the sacrifices and failures of living with discrimination. Many of the realities of San Francisco's Chinatown in the 1900's are depicted.

IV. Senior High Level

BERKELEY HIGH SCHOOL ASIAN WRITER PROJECT. SOJOURNER IV. Berkeley, 1974. Stories, poems, drawings and photos by Asian American students and parents. Contains many selections on women.

BULOSAN, CARLOS. AMERICA IS IN THE HEART. University of Washington Press, 1973. Autobiography of the well-known Pilipino poet describing his boyhood in the Philippines, his voyage to America, and his years of hardship and despair as a migrant laborer in the rural West.

CHIN, FRANK, JEFFERY PAUL CHAN, LAWSON FUSAO INADA, AND SHAWN YOUNG. AIIEEEEE! AN ANTHOLOGY OF ASIAN-AMERICAN WRITERS. Doubleday, 1974. This anthology includes the writings of fourteen accomplished Americans of Japanese, Chinese and Pilipino descent. It can be used with secondary students and adults. *JACP*

DANIELS, ROGER. CONCENTRATION CAMPS USA: JAPANESE AMERICANS AND WORLD WAR II. Holt, Rinehart, Winston, Inc., 1971. The relocation of 112,000 West Coast Japanese of whom two-thirds were American citizens.

DANIELS, ROGER AND HARRY KITANO. AMERICAN RACISM. Prentice-Hall, Inc., 1971. Defines the various elements of racism in our society.

HSU, HAI-YU AND HELEN PALUBINSKAS, editors. ASIAN AMERICAN AUTHORS. Houghton Mifflin Company, 1972. Contains selections of prose and poetry by Chinese, Japanese, and Pilipino American writers. This is a good introduction to Asian American literature and is tailored for high school students, but some of it is suitable for younger students. The authors include questions at the end of each selection. Some of the ideas may be misinterpreted if you do not have a strong background in Asian American history and culture. *AB*

KINGSTON, MAXINE HONG. THE WOMAN WARRIOR. Vintage Books, 1976. First person account of growing up female and Chinese American in California. The story should be analyzed in relation to the effects of racism and sexism on an individual who is an Asian American woman.

KITANO, HARRY H.L. JAPANESE AMERICANS, THE EVOLUTION OF A SUBCULTURE. Prentice-Hall, 1969. A sociological study accompanied by a brief history. The Japanese Americans should not be used as an example of a "success story" or minority Horatio Alger story as indicated in the preface. The examination of cultural values is not necessarily complete or correct. This book is a supplementary text which should be read critically.

NEE, VICTOR G. AND BRETT DE BARY NEE. LONGTIME CALIFORN': A DOCUMENTARY STUDY OF AN AMERICAN CHINATOWN. Houghton Mifflin Company, 1974. Comprehensive study of the evolution of the Chinese community in San Francisco through interviews and conversations with residents. Traces the historical development from the late 19th century to the present.

NOVARRO, JOVINA, editor. DIWANG PILIPINO. University of California, 1974. A collection of articles, stories and poems documenting the experiences of Pilipinos in America as viewed, analyzed, interpreted, and experienced by Pilipinos.

OGAWA, DENNIS. FROM JAPS TO JAPANESE: THE EVOLUTION OF JAPANESE AMERICAN STEREOTYPES. McCutchan Publishing Corporation, 1971. An exploration of the changes in the image of Japanese Americans. These changes should be contrasted with what is viewed through the media in regard to Japanese Americans. *AB*

QUINSAAT, JESSE, ed. LETTERS IN EXILE. Regents of the University of California, 1976. Selection of essays and articles reflecting the history of the Pilipinos in America - immigration obstacles and conflict, how discriminatory practices led to the exclusion of the Pilipino and the present plight of elderly Pilipinos.

SUNG, BETTY L. THE STORY OF THE CHINESE IN AMERICA. Macmillan, 1967. This is a well documented book which is helpful for its statistics. It is, however, strongly assimilationist, so Chapters 11-15 should be read carefully and critically. It should not be used as the central text. For example, Roots: An Asian American Reader should be the central text.

VISUAL COMMUNICATIONS. IN MOVEMENT, A PICTORIAL HISTORY OF ASIAN AMERICANS. Visual Communications/Asian American Studies Central, Inc., 1977. Photographic history of the immigration, work, and community of the Asian American people. Captions accompanying pictures offer detailed descriptions.

WAND, DAVID HSIN-FU. ASIAN AMERICAN HERITAGE, AN ANTHROLOGY OF PROSE AND POETRY. Simon and Shuster, 1974. A collection of short stories, poems, essays, and novel excerpts by both immigrant and American-born Asians. *JACP*

V. Readings for Educators and Students

ASIAN WOMEN. Berkeley, 1971. This book came out of a class of Asian women at Berkeley. It is slightly uneven in quality, but useful in a women's studies course. It must be used carefully as there are some basic differences between a white women's group and a Third World group. For Asian women, the enemies are men and the systems of capitalism, racism, and imperialism. *JACP*

CHINESE AMERICANS: SCHOOL AND COMMUNITY PROBLEMS. Integrated Education Associates, 1972. An excellent series of articles on present day problems facing the Chinese Americans. *AB*

GEE, EMMA (general ed.). COUNTERPOINT: PERSPECTIVES OF ASIAN AMERICA. University of California, Los Angeles, 1976. The sequal to Roots containing a comprehensive collection of articles on and by Asian Americans. Three major sections are: Critical Perspectives, Contemporary Issues and Interactive. Included are essays, stories and poems. *JACP*

HOSOKAWA, BILL. NISEI: THE QUIET AMERICANS. William Morrow and Co., Inc., 1969. A comprehensive history of the Japanese in America.

JACOBS, PAUL, SAUL LANDAU AND EVE PEEL. TO SERVE THE DEVIL, VOLUME II: COLONIALS AND SOJOURNERS. A look at the Chinese, Japanese and Hawaiians in American history with a great collection of documents. *AB*

LAI, H. MARK AND PHILIP P. CHAY. OUTLINES: THE HISTORY OF THE CHINESE IN AMERICA. 1972. A comprehensive and detailed outline thoroughly summarizing every important aspect of Chinese American history including the modern Chinese community. *AB*

LYMAN, STANFORD. ASIAN IN THE WEST. Western Studies Center, 1970. This book contains detailed, informative background and a wealth of sociological data about Asian immigration life, etc. in the United States. Every teacher considering working Asian American units into their course curriculum should read this text. *AB*

MORALES, ROYAL F. MAKIBAKA: THE PILIPINO AMERICAN STRUGGLE. Mountainview Publishers, 1974. A presentation of the history of Pilipinos in our country with an in-depth look at today's senior citizens and newcomers. *AB*

OKIMOTO, DANIEL. AMERICAN IN DISGUISE. Weatherhill Books, 1971. A third generation Japanese and his search for his dual identity in Japan and the United States. *AB* *JACP*

TACHIKI, AMY, EDDIE WONG AND FRANKLIN ODO, editors. ROOTS: AN ASIAN AMERICAN READER. Regents of the University of California, 1971. The basic text on Asian Americans divided into three parts: history, identity and community. The history section focuses on specific events. Interviews and poems are interspersed among the articles. Recommended for all teachers embarking on an Asian American unit. This text is written by and for Asian Americans. *AB*

IV. Visual Aids

AMERICA'S CHILDREN. Scott Education Division, 1970. Five sound filmstrips each with phonodisc or tape cassettes.

Attempts to show similarities and differences of five ethnic groups--Chinese American, Puerto Rican, American Indian, Mexican American, and Afro-American--and the way they adjust to living with others outside their own group. Ching dao (Island of Gold) presents the American background and Chinese heritage of an enthusiastic youngster growing up in New York City's Chinatown. Primary to Intermediate levels.

CHILDREN OF THE INNER CITY. Society for Visual Education, 1970. Six sound filmstrips, each approximately 65 frames, 16 minutes, with 3 phonodiscs and teacher's guide, or with tape cassettes.

Photographs present the problems of six different ethnic groups concerned with preserving their own cultures while attempting to join the mainstream of American life. "Cynthia: Japanese American Girl" shows Cynthia at home, in school, and participating in religious and neighborhood activities. Other strips include children who are Puerto Rican, Afro-American, Mexican American, Native American, and white Appalachian. Intermediate level.

FIVE FAMILIES. Scholastic, 1972. Five sound filmstrips, each with phonodisc or with tape cassettes.

Authentic color photographs of real children and their families--with representative background music--covers different geographical and cultural areas in the U.S. "Chinatown" focuses on the Yangs who live in San Francisco's Chinatown, speak Chinese at home, eat authentic Chinese food, and celebrate Chinese holidays. Other strips focus on Black Americans, Navajo Indians, Mexican Americans, and a circus family. Primary-Intermediate level.

MINORITIES HAVE MADE AMERICA GREAT. Set 2. Warren Schloat, 1968. Six sound filmstrips, each approximately 68 frames, 12 minutes each with phonodisc or with tape cassettes.

One strip in the series recounts the history of the Chinese and Japanese in the U.S. from the building of the transcontinental railroad through the internment camps of World War II and closes with the Asian contributions to the U.S. culture. The set also includes two strips on the Native Americans, two on the Puerto Ricans, and one on the Mexican Americann. Junior high level.

PREJUDICE IN AMERICA: THE JAPANESE AMERICANS. Multi-Media Productions, 1971. Four sound filmstrips with two phonodiscs and teacher's guide with reference listings or with tape cassettes.

Four segments cover the Japanese American experience in America: history, evacuation camps and post-war experiences. Junior high level and above.

RELOCATION OF JAPANESE AMERICANS: RIGHT OR WRONG? Zenger, 1971. Two sound filmstrips, 10 photo aids, and teacher's guide, with phonodiscs or cassettes.

The first part presents the history of Japanese Americans in the U.S. from the late 1800's, shows how Japanese adapted themselves to a new life and examines the prejudice faced by them. The second part deals with the wartime experience from Pearl Harbor, to camp life, to the final order closing the camps.

THE JAPANESE AMERICAN: AN INSIDE LOOK. Multi-Media Productions, 1973. Two filmstrips, record or cassette, with teacher's guide.

Speaks of the concepts of (1) citizenship, (2) prejudice, and (3) minority experience and is narrated by Florence Yoshiwara. Intermediate and junior high levels.

16MM Films

THE GOLDEN MOUNTAIN ON MOTT STREET. Carousel, 1972. 34 minutes, $360. Color.

Thought-provoking study of the Chinese who came to America seeking glory and riches from the golden mountain. The majority became cooks and laundry persons and maintained old customs and language. Today's American-born youth are rebelling against traditions and confronting the problems inherited as an ethnic minority. Junior high level and above.

IN A SPRING GARDEN. Weston Woods, 1967. 6 minutes, $90. Color.

Based on the book by Richard Lewis, using the illustrations by Ezra Jack Keats. Primary level.

MINORITY YOUTH: AKIRA. BFA Educational Media, 1971. 14½ minutes, $195. Color.

Akira, a Japanese American youth, describes how it feels to be a part of two cultures. At home, Japanese customs are practiced and Japanese is spoken; at school Akira leads a "typical" American boy's life. Junior high level and above.

NISEI: THE PRIDE AND THE SHAME? Macmillan Films, Inc., 1959. 25 minutes, $150. Black and white.

This film is a segment of Prudential's television series, "20th Century", narrated by Walter Cronkite. The Japanese American internment experience is explored and analyzed. Senior high level.

SIU MEI WONG: WHO SHALL I BE? Learning Corporation of America, 1971. 18 minutes, $220. Color.

Story of a Chinese American girl whose experiences in public school help her resolve a conflict of values. Shall she attend the ballet class she wants to attend or the Chinese classes her father wishes her to attend? An honest picture of the conflicts faced by a child of one of America's diverse ethnic groups. One in the "Many Americans" series. Intermediate and upper level.

Symbols

AB Amerasia Bookstore, 338 East 2nd Street, Los Angeles, California 90012.

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